

DOCUMENT RESUME

ED 181 745

FL 010 987

TITLE NCSSFL State Reports.
INSTITUTION ERIC Clearinghouse on Languages and Linguistics,
Arlington, Va.: National Council of State Supervisors
of Foreign Language.
PUB DATE Feb 80
NOTE 81p.; Portions of the Georgia report may be
marginally legible.
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Educational Innovation: Elementary Secondary
Education: Enrollment Trends: *Interagency
Cooperation: *Language Enrollment; Language
Instruction: *Language Programs; *State Programs;
*Teacher Education

ABSTRACT

Reports from 20 state supervisors of foreign languages were compiled. Each report describes a state's elementary-level and secondary-level foreign language programs and activities as of November 1979. Topics covered include basic foreign language programs, trends in foreign language enrollment, teacher training, work with other divisions within the state department of education or other outside agencies, innovative foreign language programs or projects, and other major activities. The states represented are Alabama, Arkansas, Georgia, Illinois, Indiana, Louisiana, Maryland, Minnesota, Mississippi, Montana, Oklahoma, Pennsylvania, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Wisconsin. A directory of the members of the National Council of State Supervisors of Foreign Languages is appended. (JB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED181745

NCSSFL State Reports

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Prepared by the National Council of
State Supervisors of
Foreign Languages

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

NCSSFL -
Alfred Gage

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Compiled by the ERIC Clearinghouse on
Languages & Linguistics

ERIC Clearinghouse on Languages & Linguistics
Center for Applied Linguistics
1611 N. Kent Street
Arlington, Virginia 22209

February 1980

FL010987

Table of Contents

Introduction	111
Alabama	1
Arkansas	2
Georgia	4
Illinois	7
Indiana	10
Louisiana	13
Maryland	15
Minnesota	20
Mississippi	37
Montana	39
Oklahoma	40
Pennsylvania	42
Tennessee	44
Texas	48
Utah	51
Vermont	53
Virginia	55
Washington	58
West Virginia	60
Wisconsin	63
NCSSFL Members	69

INTRODUCTION

These reports were prepared by individual members of the National Council of State Supervisors of Foreign Languages (NCSSFL), according to a format developed by Dr. Alfred Gage in consultation with several other NCSSFL members. The following topics are covered in each state's report: basic foreign language programs, trends in foreign language enrollment, teacher training, work with other divisions within the state department of education or other outside agencies, innovative programs or projects in FL, and other major activities. Twenty of the fifty states are represented here.

The reports were collected by Dr. Gage, Foreign Language Specialist with the Oklahoma State Department of Education, and forwarded to the ERIC Clearinghouse on Languages and Linguistics for compilation and inclusion in the ERIC data base. ERIC/CLL has attended to such details as alphabetizing (by state) and paginating the reports, adding an appendix listing NCSSFL members, and preparing a table of contents.

We believe that these reports provide valuable, and hitherto elusive, information about K-12 foreign language instruction in the United States, and we are grateful to NCSSFL members for taking the initiative on this subject and for taking the time to prepare the reports.

Kathleen McLane
Assistant Director
ERIC Clearinghouse on
Languages & Linguistics

I. Basic Foreign Language Programs

1. Teacher in-service programs were held for approximately 40 school systems. Workshops on methodology, career education, local curriculum guides, and public relations were the most popular.
2. Cross-cultural presentations were made to three university graduate-level classes in administration and supervision.
3. Work on State Course of Study was continued.
4. Work has begun on state-wide foreign language textbook adoption.
5. Several ESL training sessions for administrators and teachers were held.

II. Trends in Foreign Language Enrollment

Enrollment in foreign languages is gradually moving upward. Approximately 8% of students in grades 9-12 are enrolled in foreign language classes.

III. Teacher Training

1. New state certification requirements are in use. Major change is the elimination of major/minor certification--multiple areas of certification will require multiple majors.
2. Special workshop on German for Business with University of Alabama in Birmingham and the Goethe Institute Atlanta held in Birmingham. Outside consultant--Alan Galt of University of Cincinnati.
3. Lectures to 3 university methodology classes.

IV. Work with Other SDE Sections or Other Outside Agencies

1. Four presentations on FLASK in four Career Education workshops were conducted in four different cities. Approximately 200 administrators and counselors were reached.
2. Two Southern Association Program reviews were conducted for accreditation by the regional board.
3. A presentation on Berlin was made for a local public library.
4. Presentation was made to Basic Skills Section (SDE) on the transference of foreign language skills to native language skill development.

V. Innovative Programs or Projects in FL

1. New FLES program in French has developed in Auburn, Alabama, staffed by university graduate students. Some research on the effect of foreign language learning on California Achievement Test Scores will be generated.
2. Similar research will be conducted at a K-12 unit school in a new French program.
3. Motivational study with some 200 beginning level students conducted with the predictable result that classes in which teacher goals and student goals are compatible have higher grades and a higher retention rate.

Basic Foreign Language Programs

The normal functions of my position as they relate to regular Foreign Language programs in Arkansas are:

1. To provide staff development activities for foreign language teachers.
2. To promote foreign language study and encourage and help to develop new programs where none exists.
3. To provide moral and professional support to foreign language teachers.
4. To bring forth as many ideas as possible to place in the hands of practicing teachers for daily use.
5. To supply information of available instructional materials and innovative methods of application.

Trends in Foreign Language Enrollment

Enrollment 78-79 was 16,840 (7% of total enrollment) compared to 14,375 for 77-78. The survey for 79-80 has not been completed but indications are that there will be a substantial increase. There are a number of new programs in State Accredited schools that do not require foreign language. All NCA member schools are required by the Arkansas State Committee to offer two units of one foreign language. This was made optional by the NCA last year.

Teacher Training

The requirements for certification have been raised from 21 hours to 24. The requirement of three semester hours of directed teaching in one foreign language has been removed for in-service teachers. (This change can be effective immediately, but will be mandated September 1, 1983.)

Three one-day workshops were conducted throughout the state the last week in September. The consultant was Helen Saunders of West Virginia. The main focus of the workshops was motivational activities for the classroom.

Work With Other SDE Sections Or Other Outside Agencies

The Division of Instructional Services has organized the work of six specialist to function together to improve service to local school districts. The specialists visit local school districts in an assigned area at which time composite packets are discussed and disseminated. The specialist are responsible for establishing awareness of Department services when visiting with the administrators and classroom teachers.

Innovative Programs Or Projects in Foreign Language

The American Heritage course which is taught as an exploratory cross-cultural approach to languages has been a very successful innovative program in the Harrison Junior High School, and is being implemented in other schools throughout the state.

Other Major Activities

The Arkansas Department of Education has begun, under the direction of the new Director of Education, a statewide staff development program funded by the Rockefeller Foundation to improve the quality of education in Arkansas. I have been one of the department personnel involved in an awareness program and expect to become more involved as the program (PET, Program for Effective Teaching) progresses.

Publications

In addition to the Newsletter which is available upon request to people outside Arkansas, there have been three new publications made available to the Arkansas teachers only. They are units of instruction developed by Arkansas Foreign Language teachers.

1. Correspondencia
2. French - A Resource Unit
3. America's Heritage - An Exploratory Cross-Cultural Study of Languages

Other Foreign Language Involvement

The Arkansas Foreign Language Teachers Association - District and State Meetings
Foreign Language festivals and culture days held around the state

National Exams

Local Language Day activities

The Foreign Language sectional workshops of the Arkansas Education Association
ESL programs (a limited number)

Basic Foreign Language Programs

In July 1979, all responsibilities for bilingual education were moved to the Division of Special Programs. This has made it possible to give much more attention to foreign language programs in the state. In-service workshops have been primarily concerned with:

- (1) competency-based education and foreign languages,
- (2) methodology,
- (3) textbook selection and other materials,
- (4) trends in foreign language education.

Trends in Foreign Language Enrollment

Foreign language enrollment, in general, is either holding at a fairly steady rate or slightly increasing in Georgia schools. This year, one school system began a FLES program in grades K-2 and several individual elementary schools have included FLES in the curriculum.

In eight secondary schools, 35-55% of the students are taking a foreign language. In some districts, foreign language study has not yet made anyone's list of priorities and classes are small or non-existent. Major difficulties in keeping enrollments up seem to include (1) the inclusion of career courses in secondary schools, (2) the number of specific courses required for graduation, (3) early graduation, (4) the proliferation of courses under the quarter system...

Teacher Training

Georgia teacher certification now requires that prospective teachers take a test on content knowledge. This includes certification for French, German, Latin and Spanish. These tests have been developed by Georgia teachers. They will be given in the spring of 1980 for the first time.

Work with Other SDE Sections or Other Outside Agencies

This office has worked closely with competency-based education, educational television, certification tests and accrediting committees. The foreign language consultant also is a curriculum liaison, K-12, to ten local school systems.

Innovative Programs or Projects in FL

The Governor's Office has requested that a fact sheet outlining Georgia's needs in foreign languages and our capabilities for meeting these needs, be developed. (attached)

In process is the development of a slide/tape presentation for use with the legislature and civic groups.

Other Major Activities

Work continues on a foreign language curriculum guide. A skills continuum was prepared last spring and is presently at the printers.

9
GEORGIA
FOREIGN LANGUAGE FACT SHEET
1979

NATIONAL
SCENE:

President Jimmy Carter has established a special Commission on Foreign Language and International Studies to meet one of the requirements of the 1975 Helsinki Agreement (that all nations signing will attempt to promote foreign language and international studies in their respective countries).

*9 out of 10 Americans cannot speak, read or effectively understand any language but English...

*about 90% of all colleges have no language requirement for admission and one quarter of all high schools do not teach any foreign language...

*there are 30,000 - 40,000 jobs within the U.S. government which require foreign language competency...

STATE
SCENE:

Georgia is growing rapidly as an international state which attracts visitors, business and industry from all over the world.

*approximately 30,000 foreign visitors passed through Hartsfield International Airport in 1978...

*Georgia is connected directly to several foreign cities by direct airline flights from Atlanta...

*approximately 375 foreign business installations are scattered throughout Georgia ... More than 20,000 foreign workers are employed in the metro Atlanta area...

*many school systems in this state have limited English speaking students enrolled. More are expected as Georgia's trade and industry increases...

*it is estimated that 80,000 - 100,000 persons of Hispanic origin reside in Georgia. More than 1300 Indochinese refugees were reported here in 1977. Other major language groups include Chinese, Japanese, German, Arabic and Italian...

*the Georgia World Congress Center has an 8-language simultaneous interpretation system...

*Georgia State University has established a special school to train interpreters and translators in order to meet the increasing needs in Georgia...

*a "Language bank" has been established in the metro area to meet increasing emergency and professional demands. Major commercial languages are covered. Between January and September, 1978, more than 300 calls were received concerning needs in 40 different languages...

*the Atlanta Merchandise Mart employs people skilled in other languages to facilitate trade with foreign businesses...

*major banks and businesses have international departments. There is a need for people skilled in languages who understand other cultures...

*there are American branches of about 12 foreign banks in the metro Atlanta area...

There are recognized needs in Georgia government, business and industry for people skilled in more than one language. Does Georgia have the capabilities for meeting these increasing demands?

*approximately 180 students graduate each year from a Georgia college or university with a major in foreign languages. Most are placed easily in teaching or other fields which require language skills...

*more than 1300 active personnel in Georgia schools (K-12) are certified to teach another language...

*foreign language study in elementary and middle schools is increasing slowly in Georgia. In some high schools 35-55%

STATE
SCENE:

Georgia is growing rapidly as an international state which attracts visitors, business and industry from all over the world.

*approximately 80,000 foreign visitors passed through Hartsfield International Airport in 1978...

*Georgia is connected directly to several foreign cities by direct airline flights from Atlanta...

*approximately 875 foreign business installations are scattered throughout Georgia ... More than 80,000 foreign workers are employed in the metro Atlanta area...

*many school systems in this state have limited English speaking students enrolled. More are expected as Georgia's trade and industry increases...

*it is estimated that 80,000 - 100,000 persons of Hispanic origin reside in Georgia. More than 1800 Indo-Chinese refugees were reported here in 1977. Other major language groups include Chinese, Japanese, German, Arabic and Italian...

*the Georgia World Congress Center has an 8-language simultaneous interpretation system...

*Georgia State University has established a special school to train interpreters and translators in order to meet the increasing needs in Georgia...

*a "language bank" has been established in the metro area to meet increasing emergency and professional demands. Major commercial languages are covered. Between January and September, 1978, more than 800 calls were received concerning needs in 40 different languages...

*the Atlanta Merchandise Mart employs people skilled in other languages to facilitate trade with foreign businesses...

*major banks and businesses have international departments. There is a need for people skilled in languages who understand other cultures...

*there are American branches of about 18 foreign banks in the metro Atlanta area...

There are recognized needs in Georgia government, business and industry for people skilled in more than one language. Does Georgia have the capabilities for meeting these increasing demands?

*approximately 180 students graduate each year from a Georgia college or university with a major in foreign language. Most are placed easily in teaching or other fields which require language skills...

*more than 1800 native personnel in Georgia schools (K-12) are certified to teach another language...

*foreign language study in elementary and middle schools is increasing slowly in Georgia. In some high schools 85-95% of the students study another language...

GEORGIA'S
MAJOR NEEDS
IN FOREIGN
LANGUAGE
EDUCATION:

*Establishment of a Georgia Task Force on Foreign Language Education...

*Inclusion of foreign language study in basic education (see attachment), in APFC and in the core curriculum of secondary schools, colleges and universities...

*Public awareness campaigns throughout the state to stress the need for and importance of foreign language skills in government, business, industry, education, travel and leisure-time activities...

*Inclusion of foreign languages in the elementary school curriculum...

*Creation of model programs at all educational levels...

WHAT RESEARCH STUDIES SHOW

ABOUT FOREIGN LANGUAGES AND THE BASICS					
BASIC SKILLS AND ATTITUDES					
ENGLISH VOCABULARY	Performance of Latin pupils on Iowa Vocabulary subject was one full year higher than the performance of matched control pupils. (1)	PL teaches content and structural cues to vocabulary. (7)	PL study increases English vocabulary. (3)	Mean gain in vocabulary for PL students was eight months in comparison with control group of six months. (4)	SATS, English grades and English Vocab. Exam were higher for those studying PL. (5)
READING SKILLS	PL students score higher in reading achievement, vocabulary, cognitive learning, and total reading ability. (3)	Reading Skills improved (17% over control group) where students were taught Latin. (6)	Reading skills are shown to be transferable from one language to another. (7)	Reading Comprehension improved by 14 months when taught Latin. (8)	
TRANSFER	Reading skills are transferable from one language to another. (7)	Speed reading in native tongue has transfer to second language learning. (11)	Students learn interacting skills and other cognitive processes through PL study. (12)	Students learn how languages are related via a comparative study of Romance languages vocabulary. (14)	
SELF-CONCEPT	Travel abroad enhanced student cultural awareness and self-concept. (10)	Attitudes toward self and the native language group were positively correlated with attained proficiency in ESL. (11)	The self-concept of control group students was significantly higher for language pupils than non-language pupils. (4)		
CULTURAL ENRICHMENT	Survey of pupils, parents, principals and classroom teachers showed the program had wide acceptance and support. (1)	Bilingual Education opportunities available to monolingual children. (French, Spanish, German) (9)			
CREATIVITY	International Excaliburale provided to gifted students in public high schools. (18)	Students scored significantly higher on tests of creativity (figural fluency and figural flexibility). (5)			
COMMUNICATION SKILLS	PL study develops pupil's auditory discrimination and memory. (3)	PL courses which emphasize grammar as a process or method of transferring shed light on native language grammar. (14)			

REFERENCES

- (1) Philadelphia report by Macleanisms in Foreign Language Annals, September 1977.
- (2) Massachusetts report by Raffe in the French Review, October 1968.
- (3) District of Columbia study reported in Macleanisms. (See 1 above.)
- (4) Los Angeles study by Mandel reported in Macleanisms. (See 1 above.)
- (5) Research by Landry reported in Modern Language Journal, January-February 1974 and Foreign Language Annals, October 1973.
- (6) East Hampton study reported in Classical World, April-May 1975.
- (7) Research by Al-Rufai reported in English Language Teaching Journal, April 1976.
- (8) Worcester study reported in Macleanisms (See 1 above.)
- (9) Cincinnati program reported by Met in Foreign Language Annals, February 1971.
- (10) Weston (CT) report by Meek and Spock in Foreign Language Annals, October 1975.
- (11) Research by Oller reported in Language Learning, June 1977.
- (12) Research by Bismess and Nelson reported in the RELC Journal, June 1974.
- (13) Research by Carlton reported in Hancock in Foreign Language Annals, February 1977.
- (14) Report by Orson in Bulletin of the New York State Association of Foreign Language Teachers, March 1976.
- (15) Report by Serisky in Curriculum Trends, February 1970.
- (16) Report by Politzer in International Review of Applied Linguistics, August 1965.

KEY: Numbers refer to references identified on the right. Please consult references for further information on each citation.

**Illinois
State Board of
Education**



100 North First Street
Springfield, Illinois 62777
217/782-4321

Donald F. Mulrhead
Chairman

Joseph M. Cronin
State Superintendent of Education

NCSSFL State Report -- November 1979 -- Illinois -- Paul T. Griffith

Basic Foreign Language Programs

It is the established policy of the Illinois State Board of Education to respond to LEA requests for materials and assistance by linking outside resources. State personnel are seldom sent into the field for this purpose, and the office does not publish curriculum guides or instructional materials.

In keeping with this practice, forty foreign language consultants were identified two years ago and were given two days of orientation. These consultants received additional up-dating last year and this year. They were scheduled by the state office to visit LEAs to meet requests in a variety of areas in 1978-1979, including materials selection, curriculum development, staff inservice, co-curricular activities, facilities design, and the Illinois Task Force on Foreign Language and International Studies. The state office normally pays the costs involved in providing these services.

Most of our activities are in the area of professional leadership development and writing the Task Force report. These are detailed below.

Trends in Foreign Language Enrollment

No data is available on foreign language enrollment trends. However, the office has just completed a thorough census that lists all foreign language course offerings by name and grade level for every school K-12. This data is accessible by computer and can be coordinated with extensive demographic information to develop responses for such questions as: How many foreign languages is it feasible to offer in a school of a given size and setting? What language offerings are recommended given the nature of certain other instructional programs in the school? How many years of one language can reasonably be offered in communities of a certain demographic type?

Teacher Training

Teacher inservice and preservice activities are not normally conducted by the State Board of Education.

Work with Other SDE Sections or Other Outside Agencies

With strong encouragement from the state office, all foreign language professional organizations in the state have continued their close affiliation and collaboration. This year TESOL and Bilingual were added to the fold. The joint annual meeting of all affiliates, the second in two years, received wide support. A third joint annual meeting is planned for 1980; and by 1981 the Illinois Council for the Social Studies plans to meet with the foreign language affiliates, in keeping with the interdisciplinary chord struck by the Illinois Task Force and the President's Commission. This cooperation is due in large measure to the leadership of the Illinois Foreign Language Teachers Association.

Leaders of all concerned organizations, including ICSS, participated in the writing of the Task Force report; and these leaders are now being assisted by the state office in developing and conducting a series of leadership seminars. Specifically, the state office is providing organizational development assistance and contractual consultants for this effort. It should be noted that the request for such assistance was generated entirely by the professional leaders themselves and can be traced in major part to the Task Force philosophy and recommendations.

Finally, the State Superintendent attended the annual meeting of the IFLTA and its affiliates in October and delivered a very cordial and supportive address. The Superintendent has continued to emphasize the importance of foreign language and international studies in his speeches and in interviews with the media.

Innovative Programs or Projects in Foreign Language

By far the major activity for us this year was the development of the report of the Illinois Task Force on Foreign Language and International Studies. The Illinois Task Force was appointed in October 1978 by the State Superintendent of Education, and it held its organizational session at the ACTFL meeting in Chicago in November. The Task Force was composed of twenty leaders including parents, school administrators, community representatives, and teachers of foreign language, social studies, intercultural communications, and bilingual education.

Their report was completed in June 1979, and in September it was formally presented to the State Board of Education, which accorded it a very favorable reception. Copies of the report are available from the Program Planning and Development section of the Illinois State Board of Education in Springfield. The Task Force recommendations are currently being written into a state plan, to which the State Board is expected to give official sanction early in 1980. Meanwhile, a number of the recommendations are already being implemented.

Major among these is a series of Local School Planning Seminars, which is explained in the attached brochure. Of great significance also was the action urged by Roma Hoff (University of Wisconsin at Eau Claire and President, Wisconsin Foreign Language Teachers Association) at a leadership

roundtable for educational leaders from Iowa, Missouri, Wisconsin, and Illinois, held in St. Louis in October to discuss the report. Dr. Hoff suggested that other states might save much valuable time by endorsing the rationale and spirit of the Illinois report (rather than each state beginning anew) and moving immediately to the development and implementation of their respective state plan. Wisconsin has since taken such action, and we have been pleased to provide assistance in this direction to Iowa, Wisconsin, and Ohio. IFLTA, ICSS, and the Illinois State Board would be happy to help other states in whatever way we can with similar efforts.

Other Major Activities

Almost all energies were devoted to the Task Force this year.

Publications

In preparation: Resource Guide for Teachers of Foreign Language and International Studies. Copies will be mailed to the NCSSFL list in February or March 1980.

Other Foreign Language Involvement

We are assigned many responsibilities that are not directly related to foreign language. Although these duties consume major portions of our time, they are not germane to this report. They do account for our limited involvement in foreign language activities.

NCSSFL STATE REPORT
Indiana
Walter H. Bartz
State Foreign Language Consultant
November 1979

Basic Foreign Language Programs

Although my major functions still deal with foreign language education, I find that due to some drastic cut-backs in our division, I am increasingly being asked to help in other areas, such as gifted education, minimal competency testing, etc. The major activities of the past year were concentrated in two areas, in-service sessions for foreign language teachers scheduled during school systems in-service days, and a special project funded by the National Endowment for the Humanities to develop foreign language materials for grades K-3. These projects are described in more detail in the appropriate sections below.

Trends in Foreign Language Enrollment

In our department enrollment data in specific subject areas is collected only for grades 9-12. Over the past several year enrollments in these grades have hovered around 80,000 students. Of these 80,000 students, approximately 27% are enrolled in French, 15% in German, 7% in Latin, and 50% in Spanish. Level I enrollments in all languages have not changed significantly over the past five years, however, the attrition rates between Level I and Level II have been climbing to the point where in most languages this rate is now close to 50%. Thus the major cause of enrollment decline is not so much due to the inability to attract students, but the inability to retain them beyond Level I. Approximately 21% of the total student population in grades 9-12 was enrolled in foreign languages for the school year 1978-79.

Teacher Training

Workshop sessions for school in-service days were offered to those schools interested with a very good response this fall. Topics developed each for a 90-minute presentation and offered in cooperation with the Indiana University Coordinator for School Foreign Languages were:

1. Exploiting Your Textbook(s): Making the most of what's there.
2. That Horrible Second Year: Making it more appealing for you and the student.
3. Teaching the Basics: Grammar and Vocabulary.
4. Foreign Languages and: Global Perspectives
Art Awareness
Career Education
5. Foreign Language Education: Issues, Problem, Trends.

Also for the first time, three offerings for student convocations were made available:

1. You, Foreign Languages and Careers.
2. Give Your Mind a Chance to Travel: Be culturally aware.
3. Sending Messages Without Words.

The most popular of the three above is Number 1 on careers.

Work with other SDE Sections or other outside agencies

I work closely with our Bilingual/Bicultural Division and especially the Lau Project, which is housed in the Bilingual Division. This project has acquired many materials which are not only useful to ESL teachers, but to foreign language teachers and, and are available to them on loan. The Title IV C division is currently funding one foreign language project which I have worked with, especially in evaluation. My goal is to get more LEA's involved with and interested in Title IV C funding for innovative foreign language projects.

I am currently working with a parent group of a rather large district in

Indianapolis area which is interested in initiating a foreign language program in their elementary schools. This group was formed by the school board to study the possibility of FLES in their schools and is becoming a strong voice as advocates for the study of foreign languages in their district. I feel our field needs advocacy of this type, from parents who can probably be a much greater influence on school administrators and school board members than any of us as professionals could possibly be.

Innovative Programs or Projects in FL

A grant from the National Endowment for the Humanities was awarded to develop foreign language materials to be used in grades K-3. The materials are currently being developed and will be piloted in four school districts in the state during the school year. The major goal of the project is to develop materials in French, German, and Spanish which can be integrated into the regular K-3 curriculum and can be used by the regular classroom teacher with a minimum amount of in-service training. After these materials are piloted, they will be available for use in schools throughout Indiana.

Publications

With the completion of the NEH project described above, it is anticipated that copies of the K-3 materials will be available on a limited basis to other states.

Attached to this report is a paper entitled, "The Role of Foreign Languages in Gifted Education" published by the Indiana Department of Public Instruction. Unfortunately, this paper is not available at this time for distribution outside of Indiana, but can be reproduced in any quantity without permission.

Basic Foreign Language Programs

Approximately 200 public secondary schools in the state continue to participate in foreign language instruction. Courses in French, Spanish, Latin, German, Russian, Italian, and Hebrew are offered.

Twenty-six (26) school districts are participating in the state-wide French as Second Language Program which has now reach junior high level. Instruction is provided by 65 Second Language Specialists (Louisiana classroom teachers) and 111 Foreign Associate Teachers from Belgium, France, and Quebec.

Trends in Foreign Language Enrollment

Foreign language enrollments seem to have leveled off in the secondary schools of the state. French has the highest enrollment figures, followed by Spanish. Enrollments in German and Latin are declining.

Teacher Training

Two new certification proposals are being considered by the governing boards of education in the state: 1) an English as a Second Language (ESL) endorsement for certified elementary classroom teachers and secondary teachers of foreign languages and English, 2) an undergraduate program which would allow certification in French at all levels - Kindergarten through 12.

Trends in Foreign Language Enrollment

Foreign language enrollments seem to have leveled off in the secondary schools of the state. French has the highest enrollment figures, followed by Spanish. Enrollments in German and Latin are declining.

Teacher Training

Two new certification proposals are being considered by the governing boards of education in the state: 1) an English as a Second Language (ESL) endorsement for certified elementary classroom teachers and secondary teachers of foreign languages and English, 2) an undergraduate program which would allow certification in French at all levels - Kindergarten through 12.

Work with Other SDE Sections or Other Outside Agencies

The Foreign Languages Section continues to work with the Council for the Development of French in Louisiana in providing opportunities to French teachers for summer study abroad. The Section also works with the Cordell Hull Foundation for International Education in establishing summer study programs in Mexico, and other Latin American countries for secondary Spanish teachers and students. The Section works in close cooperation with the other sections of the Bureau of Academic Support (i.e. - Art,

Music, School Libraries, Audiovisual Education, and Instructional Television) to provide needed services to foreign language teachers and students. The Section also works with the Bureau of Adult and Community Education to provide night classes in second languages for parents and other adults.

Innovative Programs or Projects in FL

This year 9 Louisiana French teachers are serving as Teaching Assistants in French lycées. They will teach English as a second language, while improving their proficiency in French. The program will utilized 10 teachers for the 1980-81 school year, and Louisiana will receive 10 Teaching Assistants from France to work in 10 Louisiana high schools teaching French as a second language.

Other Major Activities

Elementary-level Spanish and Italian Programs - 8 foreign associate teachers are teaching Spanish in the elementary schools of 5 school districts. Four foreign associate teachers are teaching Italian in 3 school districts.

ESEA Title VII Bilingual Programs - the Foreign Languages Section contains its work with 17 French, 3 Spanish, one Italian, one Vietnamese, and one Hungarian ESEA Title VII Programs.

Publications

1. RECUEIL DE CONTES (Collection of French Tales)
2. CHANTONS AVEC JEANNOT LAPIN (French Teaching Method for Kindergarten and 1st grade)
3. Curriculum Guide for French as Second Language (Adaptation of FRERE JACQUES)
4. English Translation of "LE MONDE DES PETITS (ITV French program)
5. Reprint of the French T.V. guide "LA BONNE AVENTURE" (French program)
6. Teacher's guide for "JOLIE LOUISIANE" (ITV French program)
7. Brochure of the Bureau of Academic Support
8. Program guide for French as Second Language Program

Available upon written request to the:

LA State Dept. of Education
Foreign Languages Section
P.O. Box 44064
Baton Rouge, LA 70804

Other FL Involvement

For the current school year, French instruction programs are being carried on Louisiana's instructional television network: Jolie Louisiane, Mon Ami Pierrot, La Bonne Aventure, and Le Monde des Petits.

NCSSFL STATE REPORT

November, 1979

Maryland State Department of Education
Division of Instruction
P.O. Box 8717, BWI Airport
Baltimore, Maryland 21240

Prepared by: Ann A. Beusch, Specialist
Foreign Languages, ESOL
and Bilingual Education
Phone: (301)796-8300, ext. 472

Basic Foreign Language Programs

There are 24 school systems in Maryland, and of these, 7 have specialist help in foreign languages. At the local level, there are 12 supervisors or assistant supervisors of foreign languages who may also have responsibilities in other areas such as ESOL. I work largely in a cooperative consultative or advising capacity with these 7 school systems. The other 17 school systems are served by generalist supervisors or supervisors of secondary education and here my role is different. I provide a range of technical assistance services on request: textbook selection, curriculum development or revision, program review and evaluation, planning, and inservice. In the past three years, much of my work in basic foreign language programs has centered on the following areas:

1. Planning and implementation of exploratory foreign language programs in grades 6 and 7 in particular. Eleven of the 24 school systems in Maryland now have some type of exploratory program with 2 additional systems studying the possibility of adding such a program to their foreign language curriculum.
2. Implementation of career education concepts in basic foreign language programs is the result of a state mandate. Much of the work in this area is now being handled at the local level or through two universities in particular: University of Maryland and Towson State University. Innovative aspects are still handled from the state level however: career education for gifted students, community-based education, internships, etc.
3. Curriculum revision for levels 3 and 4 in smaller school systems-this came about as the result of preparing guidelines for foreign language programs as a whole, and also because of the high attrition rates between levels 3 and 4.

As of September, 1979, I have begun working with several school systems on two new areas: (a) Reconciling the provision of Project Basic (a competency-based curriculum) with the foreign-language curriculum; (b) Implementation of some of the recommendations of the President's Commission on Foreign Languages and International Education.

At the Maryland State Department of Education, I work as an educational specialist in the Basic Skills Unit, Division of Instruction. I am responsible for three programs: foreign languages, ESOL, K-Adult and bilingual Education where we have 3 Title VII projects. ESOL, K-Adult, exists in 13 school systems. Part of my work is to keep personnel in each area informed about what is going on in the other two fields. Our office also serves as clearinghouse for information on programs in foreign languages, ESOL, bilingual education, and teacher exchange programs.

Trends in Foreign Language Enrollment

The percentage of students enrolled in foreign language programs K-12 in Maryland was 23.4% in the 1978-9 school year. A 0.6% increase over 1976-7 was due, in large measure, to the increasing popularity of exploratory programs, a revival of interest of FLES, and an increase in the number of students taking 2 or even 3 foreign languages in senior high schools.

All comprehensive senior high schools in Maryland offer at least three years of one foreign language--most offer three years of two foreign languages. Foreign language programs for middle and/or junior high schools are found in 12 school systems. Four school systems offer FLES instruction. One school system has total immersion programs in two elementary schools in grades 1-6 (French and Spanish).

The highest enrollments are in Spanish, followed by French, Latin, German, and Russian. In 1978-9, enrollments increased slightly in French and Latin. Other language offerings include Hebrew, Italian, and Japanese.

Teacher Training

Since the summer of 1976, the Maryland State Department of Education has been working with Towson State University in Baltimore on the development of intensive five-day workshops during the summer for teachers of foreign languages. This past summer, two intensive workshops were offered in July: "Career Education and Foreign Languages" for 17 participants and "Language Laboratory Utilization" for 30 participants. Technical assistance was provided in 1977-9 to the University of Maryland on the development of a new course on foreign language materials selection and adaptation.

Since 1975, the Maryland State Department of Education has provided a series of media utilization workshops for teachers of foreign languages under the auspices of School Media Services, Division of Library Development and Services. Another workshop in this series is planned for March, 1980, at Hood College.

Technical assistance is provided on request to professional organizations in foreign languages on planning conferences and workshops. The Maryland Foreign Language Association held a conference on the reports of the President's Commission with Dr. Barbara Burn on October 19th at Morgan State University. The Maryland Chapter of AATF held a workshop on "La Francophonie" at Montgomery College on November 10th.

The Chapter also sponsored a second very successful weekend retreat for teachers of French on Maryland's Eastern Shore from June 1 through June 3, 1979.

In cooperation with the Maryland Foreign Language Association, the Maryland State Department of Education will be conducting an inservice needs assessment in the spring of 1980. It is hoped that this needs assessment will be of use to colleges, universities, professional organizations and the Maryland State Department of Education.

Work with Other SDE Sections or Other Outside Agencies

Mention has already been made of this cooperation with personnel in school media services and career education in providing teacher training. As a result of this cooperation, students in foreign language programs participate in the annual Maryland Film Festival. Work with career education personnel has led to expanded contacts with the business and industrial communities in Maryland.

I serve as the Maryland State Department of Education representative to the Maryland Partners of the Americas which is paired with Estado do Rio de Janeiro, Brazil. A teacher exchange program has generated interest in international education and the teaching of Portuguese.

I also serve as MSDE representative to the Governor's Commission on Hispanic Affairs. The Commission is sponsored by the Department of Human Resources. Participation in this activity has led to a more expanded view of the role of Spanish and Hispanic culture within our own state to be shared with our teachers of Spanish. The contacts and resources derived have been very helpful.

Innovative Programs

Beginning as a pilot project in 1976 in Spanish with 9 students, the Maryland State Department of Education summer program in Foreign

Languages has expanded to three languages (French, Spanish and German) and a total of 40 students in advanced programs at the senior high school level. Each language program lasts two weeks, and students are housed at a campus site in western Maryland. Emphasis is on intensive and functional use of the language. Plays, films, guest speakers, field trips and special projects are an integral part of the curriculum. Criteria for teacher selection include creativity, fluency in the foreign language, residence abroad, and previous experience and background in working with gifted students. Criteria for student selection have been developed by Dr. Nancy Carlson as part of her doctoral work at the University of Maryland (College Park). Contact Dr. William De Lorenzo, Department of Secondary Education, University of Maryland, College of Education, College Park, Maryland 20740, phone: (301)454-2021.

Other Major Activities

Under the auspices of the University of Maryland, a Committee on Articulation was formed in the spring of 1978 involving foreign language personnel from four-year colleges, universities, community colleges, private and public schools. A second meeting was held in 1979. Specific recommendations were made, including the development of a standardized competency-based reporting form for each student in a foreign language program. The completed reporting form would be sent to each school or institution that the individual student attends. The form is under development, but must be approved by a series of committees at MSDE before it can be used in public schools.

Publications

. The final version of the School Facilities Guide for Foreign Languages, ESOL and Bilingual Education is nearing completion and should be ready for distribution in March, 1980. There will be no charge for initial mailings. Contact Ann A. Beusch, Specialist, Foreign Languages, ESOL and Bilingual Education, Maryland State Department of Education, Division of Instruction, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240, phone: (301)796-8300, ext. 472.

. Most curriculum development in Maryland is done at the school system level with technical assistance, as requested, from MSDE. A number of interesting course guides have been published in 1978-9 on basic programs (including Latin) and exploratory programs. For further information, contact Ann A. Beusch, Specialist, Foreign Languages, ESOL and Bilingual Education, Maryland State Department of Education, Division of Instruction, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240, phone: (301)796-8300, ext. 472.

Other Foreign Language Involvement

A concerted effort has been made during the past year in particular, to focus attention on foreign languages and the work of the President's Commission-letters and reports have been sent to all superintendents and legislators by the Maryland Foreign Language Association. Teachers and supervisors have been urged to focus attention on foreign language programs via T.V., radio and newspaper coverage, to participate actively in PTA and community programs, and to organize foreign language festivals and other events.

Addendum

- . Provide technical assistance in ESOL K-Adult and Bilingual Education (Title VII)
- . Coordinator of International Teaching Fellowship Program with Melbourne, Australia
- . Represent MSDE on Governor's Commission on Hispanic Affairs. Serve on their Education Committee
- . Represent MSDE with Maryland Partners of the Americas. Serve as vice-president and chair Teacher Exchange Committee. Serve on Community Education Committee. Direct materials exchange program
- . Serve on advisory boards for MFLA and AATF
- . Serve as president of the Maryland Association for Bilingual Education
- . Will serve as member of ACTFL Executive Council beginning in January, 1980.

State of Minnesota

Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

NCSSFL STATE REPORT

November 1979

Suzanne P. Jebe

Basic Language Programs

The position of Program Specialist for Modern and Classical Languages exists to provide statewide direction, leadership, supervision, coordination and consultation to maintain or expand, improve and update modern and classical language programs and services (pre-school through grade 12), serving local and regional education agencies, state teacher-training institutions, and local, state and national language teacher organizations. Service is given primarily to public schools, although non-public schools may also request services. Technical assistance and curriculum development are the major emphases. At present, Minnesota elementary and secondary schools offer programs in ten languages.

Trends in Language Enrollment

Current methods of data collection make a true tally of student enrollments virtually impossible to obtain. The number of teachers and districts offering language instruction can be carefully monitored, however, at least for the public schools. A summary of these latter statistics, plus a map of teacher distribution by county, is attached to this report.

After a decline in 1975-1977, the past two years have seen a small increase in the number of districts offering at least one language. At least five schools contacted the Modern and Classical Languages office during 1978-1979 to inquire as to procedures for beginning or expanding language programs. Exploratory course offerings are increasing and elementary students have increased opportunities to sample language learning through a variety of special programs.

The number of public school teachers remained exactly the same over the past two years. Class assignments seem to have been stable as well. In the three most commonly taught languages, the number of districts offering programs and the number of teachers increased slightly in French and German and decreased slightly in Spanish. In general, I would say that student enrollments are stable, or even up slightly. Public perception, however, is that language programs are an endangered species.

Teacher Training

The cycle of comprehensive reviews of teacher preparation institutions resumes this year. Teams of Elementary-Secondary Education Section members will evaluate currently approved programs and work with schools seeking program approval. A new rule requires that instructors working with pre-service teachers have experience at the level for which candidates are preparing.

Licensure rules remain the same, but a change is being proposed in the rules regarding minor preparation. Currently, minors must be upgraded to majors within seven years; the proposed new rule would allow some flexibility at the senior high school level and complete

freedom at the junior high level. The change is supported by the smaller, out-state districts and opposed by districts in the metropolitan areas. Current status is uncertain; we are awaiting the report of the hearing examiner. Internally, we will be working to change the wording of licensure requirements to include classical language teachers.

Technical assistance is provided for both pre- and inservice teachers. Field trips to the SDE by methods groups, and by administrative interns, are becoming a popular and important part of their professional preparation. Regional workshops planned by the nine Educational Cooperative Service Units (ECSUs) provide increasingly effective opportunities to reach larger groups of teachers for inservice work. Intra-regional cooperation is also facilitated by the ECSUs. The new MCTFL constitution bases regional organization on the ECSU boundaries. We hope that this will lead to expanded regional program opportunities for language teachers.

The most popular workshop topics this past year included our new zoo materials, career education and promotion of language programs. A trend toward interdisciplinary presentations by SDE staff is being well received in the field.

Work with Other SDE Sections or Other Outside Agencies

In addition to the projects with the Board of Teaching, Teacher Licensure and Placement Sections and the ECSUs, the Modern and Classical Languages office works with the following groups:

1. The Contemporary World Studies Curriculum Development Task Force (Social Studies) and related organizations as they seek to foster awareness of and support for global education. One project brought students and teachers of German and World Studies to a civic luncheon honoring the first visit of an ambassador from the Federal Republic of Germany to Minnesota. After the luncheon, Ambassador von Staden held a private news conference with the students and teachers.
2. The Nutrition Education and Training (NET) Program. Several proposals with a language focus or component are under consideration for funding in FY 80. (See attached guidelines.)
3. The Energy Task Force. The Modern and Classical Languages office has received a grant of \$3,000.00 to develop curriculum materials in energy education.
4. The Gifted and Talented Program. A new program of state funding has increased activity in this area in the schools. Consultation services are provided for districts seeking to develop a language component in their program for gifted students.
5. The Basic Skills Section. New federal and state legislation and funding has placed a heavy emphasis on "basic skills." The new Basic Skills staff has been added to the Elementary-Secondary Education Section, allowing us to work closely to define basic skills for Minnesota students and to facilitate inclusion of many curriculum areas, including languages, in the program.

6. The Pupil Personnel Services Section, particularly in the area of career education.

7. The Migrant, Bilingual/Bicultural and American Indian Education Sections in the areas of inservice programs, curriculum development, licensure and other mutual concerns.

8. The North Central Association Office, participating in evaluations and recommending teachers for team assignments.

9. The Council on Quality Education, a state-funded program of grants for innovative, cost-effective programs in the schools. ESES specialists review CQE pre-proposals, rate final proposals and work with project directors before and after funding. Two of three proposals were funded for FY 80. I am working closely with one of these projects, as well as with two on-going programs.

10. Various education foundations, travel/study agencies, ethnic organizations and other groups that conduct language programs for and in cooperation with Minnesota schools.

Innovative Programs or Projects

On-going, new or proposed projects include:

1. CQE Computer-Augmented German Program
2. CQE Project: A World of Women (see attached brochure)
3. CQE Project: Academic Equity for Rural Schools, where students may select language programs in a self-instructional setting utilizing a variety of print and audiovisual materials.
4. Expansion of the zoo materials to include Latin, Russian, Scandinavian and Vietnamese adaptation kits and activities for on-site visits.
5. Development of "A Sourcebook for Elementary and Middle School Language Programs"
6. Development of a detailed teacher's guide for use with circulating class sets of German readers donated by a local publishing company
7. Development of energy education materials for use in modern language classes
8. Publication of a revised edition of "Acquiring Foreign Language Reading Skills"
9. Revision of our career videotape series
10. Celebration of Minnesota Languages and Cultures Month in April 1979 and March 1980
11. Hosting of the Central States Conference in Minneapolis in April 1979
12. Plans for summer workshops for teachers focusing on teaching styles, utilization of community resources, and language-specific topics (Deutschland '80, Spanish Teachers' Summer Seminar, etc.).
13. Initiation of a student exchange program with Baden-Württemberg, Federal Republic of Germany

Other Major Activities

1. Because requests have increased from districts that are looking at the addition or expansion of language programs, a committee will be formed to devise an instrument and a set of guidelines to assist districts in assessing student, community and department/school interests and needs.

2. We will be working closely with language educators, the business community and all appropriate groups and individuals to facilitate implementation of the recommendations of the President's Commission on Foreign Language and International Studies.

3. The Modern and Classical Languages office is trying to provide an audiovisual lending service for materials that are too expensive for department purchase or that are unavailable for preview. Current holdings include three career education kits, two movies, several sound recordings and the El mañana es hoy materials from Parents Magazine Films.

4. Our state language teachers' organization, MCTFL, is working to develop a strong regional system and a public relations/political action focus through LINC (Language Instructors' Network for Communication). An expanded awards program is also under consideration.

5. On a personal level, I will participate in the 1979 Berlin Seminars Program sponsored by the Goethe Institute in Berlin, Germany, December 1-23, 1979.

Publications

The following titles have been or will be added to the catalogue of publications available to Minnesota teachers:

1. Resource Materials for Wildlife Studies (ZOO)
2. Cultural Understandings: Human Relations Units for Spanish Language Classes
3. Acquiring Foreign Language Reading Skills (Revised)
4. A Sourcebook for Elementary and Middle School Language Programs
5. Energy Materials for Language Classes

To request copies, please use the attached order form. One copy is provided at no cost to each state specialist. Publications are not copyrighted and may be reproduced in any quantity for free or at-cost distribution; please credit MN/SDE as the original source. Some publications may become available through ERIC and/or the ACTFL and AATG Materials Centers. Additional zoo materials may be ordered from the Minnesota Zoological Garden, 12101 Johnny Cake Ridge Road, Apple Valley, MN 55124 (Cost: \$1.50).

Other Involvement

Central States Conference Board of Directors

Concordia International Language Villages

AATG Culture Committee

MN/AATG Baden-Württemberg Exchange Program Committee

Number of Districts	436
Districts With Modern/Classical Languages	252
Districts Without Modern/Classical Languages	184

Districts with German	177 (293 Teachers)
Spanish	132 (294)
French	78 (193)
Latin	16 (17)
Russian	4 (5)
Norwegian	2 (2)
Swedish	3 (3)
Chinese	1 (1)
Chippewa/Ojibwe	1 (1)

Districts with ONE language	151
Districts with TWO languages	60
Districts with THREE languages	27
Districts with FOUR languages	11
Districts with FIVE languages	2
District with EIGHT languages	1

Suggestions, Guidelines for NET Program Proposals

Modern and Classical Languages

Projects should be:

1. Developmental - a way to integrate nutrition education into the language curriculum
2. Instructional - helping students to gain insights into good nutrition within a cultural context
3. Interdisciplinary - designed with one or more other curriculum areas, e.g., social studies, mathematics, art, etc.
4. Transportable - of a scope and size that can be moved easily from one site to another
5. Easily Replicable - usable by other schools, districts, states with a minimum of adaptation and cost.

Projects should provide:

1. End-Product Materials - camera-ready print materials, slide-tape shows, computer programs, videotapes, games, etc.
2. Procedures for Indistrict Piloting and Inservice-- for immediate implementation within the district; although this is important, it is a minor part of the time and resources to be budgeted.

Involvement of the district's food service department must be an integral part of any project proposal.

Some suggestions for project themes or activities:

1. Special events menus and activities, e.g., for Foreign Language Week.
2. Study packets that develop an awareness of the cultural meanings of food.
3. Activities that explore cultural variations in a society's approach to the basic four food groups - learning that alternative diets are o.k.
4. Computer programs that develop language vocabulary and nutrition awareness.
5. Study of snacking customs in other cultures - What? When? Who? Where? Why/Why not?
6. Target language narration for existing films, filmstrips, film loops, etc.
7. Bulletin board and showcase displays.
8. Language drills or games that practice both grammatical and nutritional information.
9. Simulation activities that stress cross-cultural nutrition education themes.
10. Overhead transparency masters for the basic four food groups and/or other topics.

Projects may focus on one or several Language(s)/Culture(s).

The basic four food groups:

1. Milk and Dairy Products
2. Fruits and Vegetables
3. Meats and Meat Alternatives
4. Grains and Cereals

Other: Fats and Foods with High Fat Content

MEMO

TO: German Teachers, State of Minnesota

FROM: AATG Student Exchange Committee

STUDENT EXCHANGE Dr. Gerd Matthecka, Oberschulamt, Stuttgart, visited St. Paul September 19-20, to determine whether or not a student exchange could be arranged between the State of Minnesota and the State of Baden-Württemberg. The result of this visit was that Dr. Matthecka will seek approval to initiate such an exchange.

SPONSOR The exchange will function under the auspices of the Minnesota AATG with the approval and support of the Minnesota Department of Education. A letter outlining this support will be sent from the office of Suzanne Jebe, Specialist, Classical and Modern Languages, Minnesota Department of Education, to the principals of high schools offering German.

WHEN The first German students will come to Minnesota in the fall of 1980 and the first American students will go to Germany in the spring of 1981.

CRITERIA

1. Students must first host a German student for three months. The American student will then live for three months with the family of the German student who was his/her guest.
2. Students must be 16 years of age or older. Exceptions may be made at the discretion of the selection committee.
3. Students must be at least in the second year of German and must accept that they are expected to attend Gymnasium classes and to prepare themselves to function as successfully as possible therein.

TIME SCHEDULE October - Applications and information available: Fall meetings or by contacting: Lieselotte Tschesche, 2224 Glenridge, St. Paul 55119 (612-738-8749) or Mary Vik, 134 S. Victoria, St. Paul 55105 (612-291-2906)

December '79 - Application deadline

Dec. '79/Jan. '80 - Exchange Program publicized in Baden-Württemberg

February '80 - Committee receives applications from Germany

March '80 - Matching of families to be completed by March 31. Personal contact through individual correspondence should begin

_____ - Information meeting with host parents and students
before arrival of German guests

MCTFL ESTABLISHES LINC!

- Item: In October 1979 the President's Commission on Foreign Language and International Studies will make its recommendations. The extent to which these recommendations are implemented will depend to a considerable extent on the support they receive from the language teaching profession and the general public. We must be prepared!
- Item: Schools accredited by the North Central Association are currently required to offer at least two years of a language other than English. In recent years some schools have sought to have this requirement altered or eliminated. Beware this "trend"!
- Item: Twice in this decade the position of State Foreign Language Consultant has been in jeopardy. Language teachers' response helped save the position both times.
- Item: In conjunction with 1978-79 budget and contract negotiations, language teachers in Burnsville and Moorhead were threatened with program cuts. Support for their language programs from community and professional groups made the critical difference.
- Item: State graduation requirements are periodically reviewed. Can language study be recognized as one of them?

If you are concerned about these issues and would like to continue past successes or prevent future problems, please show your support for the cause of language education by becoming part of LINC -- Language Instructors' Network for Communication. A strong support network of educators working together can

- convince our communities that language study is one of the basics!
- persuade legislators that we form an informed and important constituency.
- share strategies for effective promotion of language study at all levels.
- rally in support of colleagues whose programs are threatened.
- spread the word of each other's successes, large and small.

In the belief that a communications network can perform a vital service to our profession and the communities we serve, the Minnesota Council on the Teaching of Foreign Languages (MCTFL) has taken the first steps to establish and organize LINC -- Language Instructors' Network for Communication. We hope that every Minnesota language educator, MCTFL member or not, will join in this effort. With a high level of participation, we plan to establish a statewide telephone network. Please complete the accompanying form and return it as soon as possible to Dr. Wendy Allen, Department of Romance Languages, St. Olaf College, Northfield, MN 55057. More information about LINC will be provided at the MCTFL Fall Conference, October 18-19, 1979.

Full name: _____
last first middle

Home address: _____
number and street ()
city state zip code

Home telephone: _____
area code number

List the positions you currently hold, the institutions at which you hold them, and the address of the institutions. If you are employed by more than three institutions, use the reverse side of this form to record the information.

(1) (position) _____
(institution) _____
(address) _____ ()

(2) (position) _____
(institution) _____
(address) _____ ()

(3) (position) _____
(institution) _____
(address) _____ ()

Check the languages in the following list which you currently teach or which you have taught within the last three years.

Arabic	_____	ESL	_____	Italian	_____	Portuguese	_____
Bilingual	_____	Finnish	_____	Japanese	_____	Russian	_____
Chinese	_____	Farsi	_____	Latin	_____	Serbo-Croatian	_____
Czech	_____	French	_____	Norwegian	_____	Spanish	_____
Danish	_____	German	_____	Ojibwe	_____	Swedish	_____
Dutch	_____	Greek	_____	Polish	_____	Vietnamese	_____

Other: _____

Check the level(s) at which you currently teach.

Pre-school	_____	Kindergarten	_____	Elementary	_____	Secondary	_____
Middle School	_____	College/University	_____	Community College	_____		_____
AVII	_____	Community Education	_____	Other:	_____		_____

Check the professional organizations in the following list in which you currently hold memberships.

AATF	_____	AAUP	_____	IFO	_____	Minn. Humanities Council	_____
AATG	_____	ACL	_____	MCTFL	_____	MinneTESOL	_____
AATSEEL	_____	ACTFL	_____	NEA	_____	MLA	_____
AATSP	_____	FLARR	_____	MFT	_____	NALLD	_____
						TESOL	_____

Other: _____



Minnesota State Department of Education
Capitol Square □ 550 Cedar Street □ St. Paul, Minnesota 55101

Suzanne Jebe, Program Specialist
Modern and Classical Languages
649 Capitol Square

Phone: (612) 296-4073

Modern and Classical Language Publications

Please check those titles you wish to receive and circle the appropriate language(s).

New Titles in 1979:

☐

Resource Materials for Wildlife Studies (Zoo Materials)

French German Spanish Latin Russian Scandinavian Vietnamese

☐

Cultural Understandings: Human Relations Units for Spanish Language Classes

Titles Available during 1980:

☐

Acquiring Foreign Language Reading Skills (Revised)

☐

A Sourcebook for Elementary and Middle School Programs

☐

Energy Materials for Language Classes

French German Spanish

Please send to:

NAME _____

TITLE _____

ADDRESS _____

38

Zip Code

STATE OF MINNESOTA

DEPARTMENT of Education

Office Memorandum

TO : Minnesota Language Educators

DATE: March 30, 1979

FROM : Suzanne Jebe, Program Specialist
Modern and Classical Languages
649 Capitol Square Bldg., St. Paul, MN 55101

PHONE: 612/296-4073

SUBJECT: Minnesota Languages and Cultures Month: April 1979

Welcome to the first annual celebration of Minnesota Languages and Cultures Month! This packet will reach you sometime during National Foreign Language Week, April 1-7, 1979. It may be too late to help you plan any observance this year, but we hope you will try -- or perhaps you already have celebrated language study in your school. While we are hoping to have nationwide emphasis on language learning this week, and particularly on Friday, April 6, National Foreign Language Day, celebrations and public relations campaigns are in order all year long. And these next several years will be critical for our profession as we work with the Preisent's Commission on Foreign Language and International Studies and later with the Congress to implement the Commission's recommendations. Actually, we can start now to plan for Minnesota Languages and Cultures Month in March 1980. Foreign Language Week next year will occur March 23-29.

The contents of this packet include:

1. President Carter's Proclamation of National Foreign Language Week.
2. A news release regarding the Town Meeting to be held at the Capitol on Friday, April 6. Please help spread the word, and come, if you can. Or, consider sponsoring a similar event in your area.
3. The Resolutions on Language in American Education -- your help is needed in gathering endorsements, especially from non-language groups (Rotary, Lions, Kiwanis, Town Councils, etc.). The evidence of grass roots support for language study will be essential to influence the Commission and the Congress.
4. Three pages of ideas for celebrating a foreign language week.
5. An invitation to join language educators from 16 other states at "our own" Central States Conference -- let's have a tremendous turnout of Minnesotans at the L'Hotel de France and Radisson South!
6. A copy of an editorial printed in the Minneapolis Tribune. Would your local paper consider reprinting it -- or printing one of its own -- or your guest editorial -- or one written by a student or parent? Don't forget the Letters to the Editor column as a vehicle of public relations!

32
(over)

7. A report form to share the "good news" about your activities. With all the ideas we gather from this year's first experience, we will be able to develop an excellent packet for distribution next fall for 1980!

Here are a few more suggestions:

1. Get a language message on your town's theater or bank marquee.
2. Schedule a series of spot announcements on local radio or TV.
3. Submit language experience articles to local newspapers.
4. Work with local grocery stores to promote ethnic cooking, recipes, etc.
5. Nominate outstanding language students for WCCO's Young Achiever and Good Neighbor Awards. See your principal for details or contact Jan Allen, WCCO Radio, Minneapolis, MN 55402.
6. Renew your membership in all our professional organizations -- or join your colleagues in ACTFL, MCTFL, your AAT or other affiliate organization. The nation is watching the language profession -- there is evidence of strength in numbers!

Whatever you and your students plan, don't forget to record it -- on film or tape, in a scrap book or album. And enjoy every minute of

Minnesota Languages and Cultures Month

April 1-7: National Foreign Language Week

April 8-14: Ethnic Heritage Week

April 15-21: Language Education Week

April 22-28: Bilingual-Bicultural/ESL Week

SJ/dg

Enclosures

P.S. See you at Central States!

RELEASE

For further information, contact:

Suzanne Jebe (612) 296-4073

For release: APRIL 1-5, 1979

Minnesota citizens will observe National Foreign Language Day, April 6, 1979, with a Town Meeting in Room 125 of the State Capitol in Saint Paul. John Marshall, China Affairs Manager for Minnesota Mining and Manufacturing (3M), will be the key-note speaker at Friday's meeting. During the meeting all interested persons -- parents, students, teachers, political and civic leaders and all concerned citizens -- will have the opportunity to present their views about the current and future role of foreign languages in American life and education.

Foreign Language Day is being observed in communities throughout the country in an effort to bring to the attention of all Americans the work of the President's Commission on Foreign Language and International Studies. The Commission was appointed last fall and was directed by President Carter to recommend ways to strengthen and improve studies in these areas and to increase public awareness of their relevance to America's educational priorities.

There is nationwide concern among educators, business leaders and government officials that the United States has been slow to implement the section of the Helsinki Accords of 1975 in which the 30 signatory nations pledged to "encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples...as well as for the strengthening of international cooperation." The recent decline in foreign language enrollments in the nation's schools and colleges comes at a time when there is even greater need for Americans to understand international matters, to develop appreciation for other cultures, to train experts for positions in business, government, education and the military, and to recognize the cultural impoverishment that results when we neglect our own ethnic and language resources.

Testimony given at the Minnesota Town Meeting on Friday will be forwarded to the President's Commission in Washington. The recommendations of the Commission will be made public in September through a report to the President.

Other features of the Minnesota Town Meeting will include status reports by leading state foreign language educators and adoption of a set of resolutions on language study. The meeting begins at 3:00 p.m. Persons who are unable to attend the meeting may send their statements to the Modern and Classical Languages Office, State Department of Education, 649 Capitol Square, 550 Cedar Street, Saint Paul, MN 55101.

Minneapolis Tribune



Established 1867

Charles W. Bailey Editor
Wallace Allen Associate Editor
Frank Wright Managing Editor
Leonard Inskip Editorial Editor

Donald R. Dwight Publisher

4A

Monday, January 15, 1979

Will only English be spoken here?

This year parent-teacher committees throughout the state are taking stock of Minnesota schools. As required by the Legislature, they are working in every district to define school goals and to evaluate programs. An area worth the committees' time — and school boards', too — is the place of foreign languages in today's curriculum.

By almost any measure, that place is very small. Despite the nation's world commitments in trade and politics, America's schools are notorious for neglecting the world's languages. Barely 15 percent of high-school students study any foreign language. Fewer than 2 percent stay in a course more than two years. And the smallest figures are for instruction in the languages of the largest countries: Only 3,500 high-school students are beyond second-year Russian; only 197 take third-year Chinese.

These nationwide statistics are reflected locally, too. Language courses in Minneapolis high schools now attract one student in five. Almost all who begin a language drop it before learning enough to be useful. The city can be proud that one school offers Chinese and Russian, but the total in both classes is a meager 45. And while all senior high schools teach at least one language, only Central offers as many as three. In elementary grades there is no general foreign-language program.

Strangely, most of these numbers are lower now than any time since World War II. As American involvement with other nations has steadily grown, the proportion of American youth learning those

nations' languages has sharply declined. That decline has both easy-to-see, practical consequences, and some longer-range intangible costs.

On the practical side, consider the company trying to compete in world trade or tourism. Such firms are vital to Minnesota. They are bound to do better with employees who are comfortable — or at least can get by — in the languages of their customers. But without schools that prepare for foreign-language skills, such employees must be created from scratch by hasty training. Young people may miss out on promising careers. Businesses may lose opportunities for growth and for hiring new people in any language.

Consider also the intangible influence of language-poor education. It supports an image of Americans as both insular and arrogant — too lazy to learn how other people communicate, too smug to imagine that foreigners aren't obliged to do things our way. Those are not the marks of an attractive or admired world power. In small but constant ways they work against the interests of every citizen.

No doubt it is tempting, as enrollments drop and budgets grow slim, to cut language programs even further. After all, the courses are difficult and not very popular. But parents and professionals who want better education for American youth should resist the temptation. Instead of slighting foreign-language study, they should lead their communities in recognizing its rewards.

Minneapolis Tribune



Established 1867

Charles W. Bailey Editor
Wallace Allen Associate Editor
Frank Wright Managing Editor
Leonard Inskip Editorial Editor

Donald R. Dwight Publisher

8A

Wednesday, January 17, 1979

Correction

In an editorial Monday we said that only one Minneapolis senior high school offers three foreign languages. Four of the 10 senior high schools offer three foreign languages.

35

42

Basic Foreign Language Programs

(This would be the place to report normal functions of your position as they relate to regular, on-going FL programs in the State.)

Trends in Foreign Language Enrollment

(Here can be reported the status of enrollments in the State: increases, decreases, status quo, significant changes by language or level. Keep in mind that you may wish to compare your FL change against the increase or decrease of the total student population.)

While final figures are not yet available, initial reports indicate that there will be a slight increase in foreign language enrolment in Mississippi this school year. Spanish shows the greatest enrolment increase, French is slightly down, German holding steady, and Latin enrolment is rising.

Teacher Training

(In this spot you may wish to report your activities in preservice and inservice work with FL teachers, special workshops, etc. This might also be the place to mention any changes in your teacher certification procedures since that affects teacher training.)

Mississippi has new certification requirements. 18 semester hours, provided that two high school units in the same language have been earned and that the student begins the study of language at the university at the intermediate level. Or 24 semester hours, provided less than two high school units in the same language have been earned.

Work with Other SDE Sections or Other Outside Agencies

(This will be for activities ONLY as they relate to FL. It might include working with the local or State Chamber of Commerce, the Accreditation Section of the SDE, etc.)

TEACHER
MUST DEMONSTRATE
ORAL PROFICIENCY.

Innovative Programs or Projects in FL

(Any special projects -- possibly of an experimental nature -- that you did not report under "Basic FL Programs"?)

Other Major Activities

(Major items not reported elsewhere.)

Publications

(If you list any, please tell whether they are available to others, the cost and how to obtain them.)

The foreign language publication is the Crusader, published by the Mississippi Foreign Language Association. Contact Dr. Carmen McClendon, Mississippi State University, Mississippi State, MS 39762, for details.

Other FL Involvement

(The purpose here is to give you a space to report other FL activities which do not fit easily under one of the above headings. Please, duties and other activities outside of FL should be listed in an addenda to this report.)

Basic Foreign Language Programs

There is no real change. My primary title, Communication Consultant for Second Languages, possibly indicates more involvement with foreign languages than actually is possible. I spend approximately 30% of my time with regular programs. That activity includes a skeletal school visitation program, extensive use of the telephone and mail, considerable involvement with the state language association, maintenance of a reference library accessible to state teachers and presentation of inservice sessions at regional meetings sponsored by the state agency and by the state language association.

Trends in Foreign Language Enrollment

Foreign language enrollments are stable at about 15%. Montana is losing some enrollment in the longer sequences, that is in fourth and fifth level courses. Such longer sequences have only been available in six or seven larger districts for many years. Latin is robust where it always was, in two systems, and is nearly non-existent elsewhere. Russian also is nearly extinct.

Teacher Training

I have given workshops on development of philosophy, goals and objectives; on preparation of classroom materials, that is games and activities and A.V. materials.

The state is moving fairly rapidly toward implementation of new certification standards which would essentially implement the proposed MLA standards of the mid-sixties. Implementation involves program review of college curricula. Preliminary review of the language arts curricula has already provided revelations to appropriate college staff and induced a little pain.

Work with Other SDE Sections or Other Outside Agencies

This year even more than in past years I am extensively involved with school districts who are challenged to teach English as a second language. Most of this activity relates to Indo-Chinese refugees.

Innovative Programs or Projects in FL

We are attempting to develop some middle school exploratory language programs. For Montana such programs appear far more promising as a tool to promote language study than do elementary programs. In the process of developing and promoting middle school exploratory programs we are considering proposing changes in the accreditation standards and anticipate designing intensive workshops for new language teachers to prepare them to offer such courses.

Other Major Activities

None which relate to foreign language

Publications

None

Basic Foreign Language Programs

There is nothing unusual to report under this heading. Our public school FL offerings continue to be the commonly taught ones, i.e., Spanish, French, German, Latin, Russian and the two mentioned under Innovative Projects. I remain relatively free to visit teachers and programs throughout the state upon request although there is a trend toward tightening travel.

Trends in Foreign Language Enrollment

All of our statistics are for the 1978-79 school year; current figures will not be out until at least January 1980.

Public school FL enrollment in grades 7-12 (the only statistics we keep) is down 5.4 percent when considered as a percentage of the total school population in those grades. Spanish is down 13.4%; German down 13.1%; Latin down 21.2%; but French is down only .7% after an increase the previous year of 2.2%. Russian showed an increase of 34.2% because a third school in the state added it to its curriculum last year!

There is very little FLES in the state. What there is cannot be called a well-articulated program.

Teacher Training

A Task Force is reviewing teacher certification in Oklahoma with a view to totally revising and upgrading the entire area. As always accompanies this kind of thing, there is much confusion and opposition to various aspects of the plan - none of which has been finalized.

Basically we now have a standard teaching certificate which the holder may keep renewing until retirement without ever going back to school or in any way engaging in further professional or academic training. The new plan would require the equivalent of a Master's degree for full certification and that would have to be renewed periodically with such renewal requiring either academic or personal and/or professional enrichment activities.

The state FL organization is taking advantage of open hearings into this area to request that the current FL teaching certificate be extended from grades 7-12 to K-12 as there is now no acceptable way for a person to specialize in teaching FL in the grade schools. There is also a request to increase the number of hours for the FL certificate.

Work with Other SDE Sections or Other Outside Agencies

I've worked at length with the Teacher Education Section (see above) on the new certification plans. In addition, as specialists we always serve on regional accreditation teams as well as on Title IV-C evaluation teams. Each spring we are asked to participate in the updating of our State Board's Annual Handbook for Elementary and Secondary Schools (rules and regulations).

Innovative Programs or Projects

One high school in Tulsa is continuing to offer a class in Greek. It is taught by an ex-ministerial school professor.. The students are all highly motivated, college-bound young people who have consistently won scholarships at "brand name" institutions.

With the help of Title IV-C money, a small suburb community of Oklahoma City with over 60 percent Polish ancestry has instituted a program of Polish language and culture in the classroom during the day and opening a Polish Heritage and Language Center in the school during the night for the community.

Other Major Activities

During the fall of 1979 I have been conducting a series of seven regional FL workshops on college campuses. This is an activity which has been done on an approximate schedule of every other year since I've been in my position. I try to bring the participants up to date on important professional matters such as the Presidential Commission and give them time to share. The majority of time I spend, however, giving them ideas for their teaching gleaned from various publications, conferences, etc. These workshops are very rewarding for me as they give me an opportunity to work directly with about one-half of the state's FL teachers in an open, give and take manner.

Publications

There is nothing new in this area. We still do have, however, our handbook, Oklahoma in the World, which we totally revised in 1977. It is free in single copies either by writing me or Curriculum Section, SDE, 2500 N. Lincoln Blvd., Oklahoma City, OK 73105.

Basic Foreign Language Programs

Curriculum Requirements of the Pennsylvania Code demand that each school district shall provide at least two foreign languages, one of which shall be a modern foreign language given in a minimum four-year sequence. Recent statistics show that of 505 school districts in the Commonwealth, 441 provide instruction in French, 450 in Spanish, 298 in German, 29 in Russian and 185 in Latin. Two districts offer Chinese, several offer Italian and one district, Philadelphia, has a foreign language magnet school where 19 languages are taught.

Trends in Foreign Language Enrollment

Spanish continues to be the most frequently offered modern language. French is the only language showing a decrease in number of districts offering instruction and shows a slight decline in enrollment numbers, as do German, Russian and Latin.

Advanced placement courses are offered in 87 of the 505 districts, 3 districts in four languages (French, Spanish, German and Russian), 36 in three languages, 25 in two and 22 in one language.

Schools in 117 districts are offering languages in grades 7, 8 and 9 while FLES programs continue to decline.

Teacher Training

Pennsylvania teachers are certified by the program approval method. Each school desiring to prepare teachers in a given field must submit their planned course of study to the State Department of Education. The state team evaluates the program on-site and gives or withholds approval according to what they find. A student graduating from an approved program is automatically eligible for certification upon recommendation of the college.

Certification policies for bilingual and English as a Second Language teachers have recently been outlined by the department. Foreign language teachers are urged to acquire some credits in ESL and become involved in bilingual/ESL programs in their districts.

Work with Other SDE Sections or Other Outside Agencies

The Second Language Section works closely with other sections and divisions within the Bureau of Curriculum Services. The Social Studies Section and Second Language Section work closely on Global and International Education. The Title I and Migrant Education offices cooperate. A member of the section serves on the Reading Task Force and all members serve on Executive Academy staffs for in-servicing teachers and administrators. The second language staff works with school districts and intermediate units in presenting workshops on foreign languages and careers. Currently the second language staff is working cooperatively with the department's research bureau on a survey on foreign language use in business, industry, medical facilities and municipalities. A series of follow up workshops is planned on this subject in cooperation with the Department of Commerce, businesses, municipalities, colleges and school districts. The section also works cooperatively with the colleges and universities in the Commonwealth that have developed or are developing programs for training bilingual personnel.

Innovative Programs or Projects in FL

The conferences with business and commerce mentioned above. The ultimate goal is curriculum adjustments to prepare people to use their language proficiency in commerce and government.

Other Major Activities

1. ESEA Title VII Bilingual Programs

Programs in Spanish, Arabic and Pennsylvania German on K-12 level - instructional.

College and university Masters and PhD level programs for training teachers and trainers of teachers.

2. ESOL programs for 150 other school districts - for children speaking 60 different languages.

Publications

Lingo Log - Bilingual newsletter

Happy To Meet You Series - culture booklets designed to assist teachers and administrators involved in the education of children from certain cultures. Available now - Korean, Italian, Vietnamese and Greek. In preparation - Arabic, Portuguese and Puerto Rican.

BASIC FOREIGN LANGUAGE PROGRAMS

The foreign language specialist for Tennessee is not a full-time position. More time must be devoted to English language arts in four districts than to foreign language instruction in the total nine districts. Much time now is also given over to work with the development of objectives, activities and tests of the basic skills.

The time that can be allocated for foreign language is spent in in-service presentations and workshops on curriculum development. Little opportunity is given to visit a foreign language classroom (except as part of the visit of a regional accrediting agency) or work with individual teachers.

A strong and concerned state association of foreign language teachers from secondary schools and higher education provides most of the leadership in language education. Through this network the state supervisor can secure assistance and encouragement for a lone teacher in a remote area of the state. Membership on the Board of Directors in TFLTA has provided an invaluable relationship and stores of resource people who are willing to assist.

FOREIGN LANGUAGE ENROLLMENTS

During the 1978-'79 school year (the most recent for which data is available) approximately 12% of Tennessee's secondary students were

enrolled in a foreign language program. This figure represents little change. The total net enrollment for high schools was 265,991 of whom 32,056 were engaged in the study of a foreign language.

Enrollment in Spanish remained greatest with 16,615. Students pursuing studies in French numbered 9,750. Latin was next with an enrollment of 3,907. There were 1,707 engaged in the study of German. For that year, Russian was being studied by only 77. (More sections in Russian have been offered in the current academic year.)

TEACHER TRAINING

In-service activities with foreign language teachers are conducted when requests are made. These take the form of generalized remarks about the importance of all language instruction, tips for maintaining and enhancing enrollment, or the current status of foreign language education in Tennessee and the nation. Anyone of these presentations must be addressed to groups that include all languages and levels thereof. Another form of in-service is a workshop to help in the development of curriculum guidelines.

The director of Teacher Training and Certification offers curriculum specialists from the Department of Education the opportunity to participate in evaluating the teacher training program in institutions of higher education in Tennessee. The preparation of foreign language teacher might be enhanced in this manner.

WORK WITH OTHER S.D.E. SECTIONS OR OTHER OUTSIDE AGENCIES

Tennessee's Tourism Department has solicited the help of the foreign language specialist in arranging for 40 Belgian students to

visit schools across the state. Work with Tourism has also resulted in plans for a packet of brochures to be made available to all exchange students.

A liaison with Economic Development is maintained through which that staff may secure names of translators, etc. In return they have supplied information about Tennessee business and industry where second language ability is needed.

INNOVATIVE PROGRAMS OR PROJECTS IN FOREIGN LANGUAGE

In Memphis high school students in the advanced level of language study are allowed to introduce foreign language/culture studies to elementary students in selected schools. Under a special course arrangement with the state, credit is awarded for satisfactory participation. (A detailed review of this program-by its originator, Mary Lou Williford - appeared in Annals in May.)

That the national conference of the Junior Classical League will be held in Knoxville this summer has generated great interest among teachers and students of Latin. All are united in an effort to host an outstanding convention.

OTHER MAJOR ACTIVITIES

The foreign language specialist shares the responsibility for bilingual and E.S.O.L. with a representative of special education. Most efforts have been expended in assisting local educational agencies to conduct needs assessment and to write grant proposals. Some workshops have been held in conjunction with Temple University and Miami General Assistance; more are needed.

During 1980 language textbooks will be adopted in Tennessee. This is the occasion for much hard work and some difficult decisions.

PUBLICATIONS

There is no Tennessee publication available in the area of foreign language instruction.

OTHER FOREIGN LANGUAGE INVOLVEMENT

A Foreign Language Teacher of the Year is honored annually.

The Tennessee Foreign Language Teaching Association meets each year with attendance of some 200 foreign language instructors from public and private high schools, colleges, and universities.

Teachers of Latin and Greek have formed a Tennessee Classical Association. An annual dinner meeting is held in conjunction with T.F.L.T.A. Conference.

A.A.T.G., A.A.T.F. and A.T.S.P. chapters have held comparable dinners for several years past.

The Tennessee Department of Education has developed guidelines to be employed by local school systems seeking to offer credit for foreign travel/study programs.

NCSSFL State Report
November 1979 Texas

Basic Foreign Language Programs

- Bobby LaBouve was president of the Texas Foreign Language Association in 1979. Through his efforts the annual fall conference featured three keynote speakers of national prominence: Edward D. Allen, Woody Woodford, and Richard I. Brod. Attendance at this meeting in Austin was approximately 350.
- The Foreign Language Section compiled information regarding current presidents and executive secretaries of the various language organizations in the state. There are presently 4 AATF, 5 AATG, 9 AATSP, 3 classical, 5 TESOL, 5 regional, and 3 state organizations.
- The Foreign Language Section worked with the various student organizations (Pan American Student Forum, Texas Association of German Students, French Symposium, and the Texas Junior Classical League) in the planning and publicizing of their meetings and competitions.
- The 1979 Texas Conference on Coordinating Foreign Languages (our annual invitational conference for foreign language educators) addressed the proposed Second Language Framework, including the provision for offering courses of a sequential or nonsequential nature. In addition, plans were made for the regional hearing of the President's Commission that was to be held in Houston in March.
- The foreign language staff, in cooperation with Hal Dyess (Louisiana), assisted in the coordination of the activities for the Houston hearing of the President's Commission on Foreign Language and International Studies. Inés García and Carl Johnson testified at the hearings on the status of FLES in Texas and on the importance of the role of the foreign language state supervisor.

Trends in Foreign Language Enrollment

In the academic year 1978-79 there were approximately 243,000 students enrolled in Texas foreign language classes. This number represents an enrollment increase in all languages (except German) at both elementary and secondary levels, and reflects a slight increase as well in the percentage of students taking foreign languages at the secondary level. (A detailed list of enrollments is attached.)

Teacher Training

- Most preservice and inservice workshops for Texas teachers were attempts to introduce staff members to the proposed Second Language Framework. The seven large urban districts--San Antonio, Dallas, Fort Worth, Houston, El Paso, Austin, Corpus Christi--and the regional service centers will have been visited by February 1980.

- . A committee of the Texas Foreign Language Association prepared a proposal for the certification of second language teachers. The proposal is based on proficiency rather than course credit.
- . Through the newly formed Commission on Standards for the Teaching Profession, foreign language educators will play a more important role in identifying the competencies which prospective foreign language teachers must have, and in developing state-level examinations for certification purposes.

Work with Other SDE Sections or Other Outside Agencies

- . Each staff member participated on one or two accreditation visits for the Southern Association of Colleges and Schools.
- . The staff reviewed various federal proposals including Title IV-C, Migrant, Career Education, Vocational and Gifted and Talented.
- . Bobby LaBouve helped the Division of Bilingual Education develop a state plan for teaching ESOL at the secondary level.

Innovative Programs or Projects in Foreign Languages

The regional hearing of the President's Commission provided an opportunity for various state language groups to work together in describing the directions that the profession must take in the future.

Other Major Activities

- . A bill was introduced in the Texas Legislature at the regular 1979 session that defined basic skills and work skills for a curriculum. The bill was based on a law passed in the state of Washington. The proposed Texas legislation defined the elements of a curriculum but did not include second languages or fine arts within those elements. The bill failed, but we anticipate that a similar bill will be introduced in the 1981 legislative session.
- . American Sign Language was added to the list of approved second language courses that forms a part of the Principles, Standards, and Procedures for the Accreditation of School Districts.
- . Inés García was on educational leave at The University of Texas at Austin from September 1978 to May 1979.
- . Carl Johnson served as a member of the Advisory Board to ACTFL as the Board made plans to carry out ACTFL's USOE grant: National Survey of Foreign Language Teaching in Elementary and Secondary Schools.

Publications

- . Secondary French Guidelines for Levels I, II, III (December 1979)
- . Secondary German Guidelines for Levels I, II, III (December 1979)
- . Secondary Latin Guidelines for Levels I, II (November 1979)
- . Second Language Core Document and Curriculum (tentative draft)

Addendum

- . The staff participated as team members in the monitoring of school districts for accreditation purposes with the responsibility of reviewing all curriculum offerings.
- . Bobby LaBouve served as chairperson of the committee that planned staff develop activities for the Curriculum Development staff.
- . Carl Johnson served on the Agency committee on Career Education.
- . The new Commissioner of Education was appointed on September 1, 1979. He is Alton O. Bowen, former Deputy Commissioner for Administrative Services. The new Commissioner is in the process of reorganizing the structure of the Agency. We do not foresee significant changes for our division.
- . A statewide curriculum study initiated by the Texas Legislature and the State Board of Education is being planned for this academic year.
- . The Governor has appointed a separate committee that will examine various facets of education in Texas and make recommendations to him concerning proposed legislation in 1981.
- . Bobby LaBouve was involved in developing a more efficient and effective system for the reporting of curriculum enrollments. This system provides all of the curriculum areas with an up-to-date report of all the courses offered in their own areas.

Foreign Language Section

Bobby W. LaBouve, Program Director

Consultants

Inés García, Spanish
Carl Johnson, French/German

Basic Foreign Language Programs

Spanish, French, and German are the major languages taught in Utah. French seems to be losing ground, German is holding its own, and Spanish continues to be the leader in enrollments. The success or failure of the foreign language program still depends upon the strength of the teacher. There are only four of forty local school districts that have foreign language supervisors who have the title and are actively coordinating and promoting foreign language programs.

Pilot or experimental programs in Arabic, Turkish, and Hebrew have been conducted for two years, 1977-79, in three or four schools in larger high schools of the population centers of Utah. Funding for these programs was provided by the Middle East Center at the University of Utah.

In the districts which allow teachers to take groups of students on summer tours, foreign language enrollments seem to be holding their own. Foreign language camps are factors which have strengthened programs to a considerable degree as well.

There have been signs of increased interest in and support of foreign language instruction during the past year or two from public and from some private sources.

The Utah Foreign Language Association has continued to support and strengthen teaching of languages in the state. The Executive Committee of this organization is composed of a healthy combination of classroom teachers and university professors.

Parents in several elementary schools have asked for foreign language instruction for their children.

Trends in Foreign Language Enrollment

A count is being made at the present time. It is assumed that a slight increase over the 14% of secondary student enrollments recorded in 1977 will be recorded. There is a definite increase in foreign language enrollments in the elementary school.

Teacher Training

Utah has six institutions of higher learning which are training foreign language teachers. Since the quotas on the number of teachers that could be trained were imposed in December 1972, the number of foreign language teachers being trained has been materially reduced. The quotas were lifted in November 1977. Course requirements have been consistent over the past ten years or more.

Innovative Programs or Projects in Foreign Language

A Spanish immersion program in a combination first and second grade was started this year in the Cherry Hill School of the Alpine School District. There are approximately twenty-six students involved. Mrs. Aurora Juarez Penrod is the teacher, Paul Hanson is the principal.

A project is anticipated for next year which will involve mostly anglo parents who are bilingual in English and Spanish to teach Spanish to their pre-school children using techniques and materials developed by Dr. Trevor McKee of the Department of Child Development and Family Relations of the Brigham Young University. The plan calls for a language learning center in an elementary school where parents can take their children to experience native speakers while the parents received training in the use of materials and techniques.

Other Major Activities

An attempt will be made to place a position paper on foreign languages and global education in the elementary schools before the Utah State Board of Education. This paper will point out the importance and need for foreign language instruction on the elementary level. It will give reasons why this instruction should be given at this level; it will suggest alternative programs of organization and instruction; and it will indicate that local school districts should take steps for incorporating such a program.

Basic Foreign Language Programs

I am employed 10 days per year. I am the only FL consultant in VT. My duties include: representing the State Dept. of Ed. at 5 regional meetings in the spring, liaison between the Ed. Dept. and the Vermont Foreign Lang. Assoc., contacting department chairmen by phone to aid with questions and problems, publishing 2-3 30-50 page Bulletins each year.

Trends in Foreign Language Enrollment

The figures on Latin enrollments are puzzling. As many schools initiated or added Latin courses to their curriculum as dropped Latin in the past 2 years. Budget restraints generally account for the latter. Generally, language enrollments are up or status quo.

Teacher Training

I conduct 5 regional meetings each spring on topics of interest to teachers. Last year I gave a 2 hour workshop in "Motivational Games and Techniques in FL Teaching."

Work with Other SDE Sections or Other Outside Agencies

None.

Innovative Programs or Projects in FL

Burlington High School in Burlington, VT has a total immersion in French program where students are taught all their subjects in French for 6 months. The teacher is Olga Lehovich.

Richford Elementary School in Richford, VT has a bilingual program for French speaking elementary school students.

Other Major Activities

Revising the Curriculum Guides for the Teaching of Foreign Language: Elementary and Intermediate Levels.

Publications

A Foreign Language Bulletin is published twice yearly. To receive a copy, one must be a member of the Vermont Foreign Language Association at a cost of \$3.00 per year. Checks to: Mrs. E. Genini
Spaulding Graded School
Barre, VT

Other FL Involvement

Reports to the VFLA membership at 2 yearly conventions in October and April, attending board meetings of the VFLA 4 times per year, attending conferences: MLA, Northeast Conference on the Teaching of FL (where I will be giving a workshop in April)

Reporters:
Helen Warriner-Burke
R. Marshall Brannon
David E. Cox

Basic Foreign Language Programs

As foreign language supervisors, we consult with and advise local personnel--teachers, administrators, supervisors--about any and all facets concerning the foreign language program. Classroom visitation is a high priority among our responsibilities. However, it seems that we are becoming increasingly involved in administrative tasks.

Trends in FL Enrollment

Enrollment is stable with an increase last year to 30% of the public secondary population. Over the last ten years, enrollments have varied from 26%-31%. Spanish (47% of the foreign language enrollment) continues to be the most popular, followed by French (32%), Latin (10%), German (8%), and Exploratory and Russian (1%).

Teacher Training

We have conducted numerous workshops on a variety of topics. Much of last year was devoted to textbook adoptions--selection of texts. The development of curriculum guides is a popular current topic.

We have also been working very closely with two universities: (1) to develop a viable and flexible foreign language education program at the Masters Degree level and (2) to design course and workshop opportunities tailored to the needs of the teachers in the surrounding metropolitan area.

Work with Other SDE Sections or Other Outside Agencies

Each of us continues to coordinate secondary school evaluations, a part of the state accreditation process, and one staff member per year is serving on a SDE Administrative Review Team whose function is to verify compliance with federal and state mandates. We cooperate with the Division of Teacher Certification concerning the interpretation of foreign credentials and assist other state agencies periodically by providing translation services in preparing brochures destined for foreign distribution.

Innovative Programs or Projects in FL

For the last two years, we have worked with the Division of Telecommunications to produce two 30-minute videotapes, one of which focused on a variety of topics including our annual foreign language conference, our curriculum/resource guides, and enrollment trends and other state-related foreign language news items; and the other on a thriving high school foreign language program in a rural, non-affluent section of the state. Both tapes were aired over the statewide ITV network.

Under present consideration is a project devoted to exploiting the Latin-English language relationship. In what ways can teachers in both areas work together to improve English reading skills as well as other areas of communications?

There are preliminary indications that we will be charged with the task, over the next few years, of identifying basic objectives for the major foreign languages for which we are responsible. These objectives would be implemented on a statewide basis. No timetable has been developed, however.

Other Major Activities

One of our most important and, we feel, successful activities is our annual state foreign language conference. In the past, attendance has ranged from 350 to 600. We are particularly looking forward to our 20th annual conference (1982) which will be sponsored jointly with SCOLT at the OMNI International Hotel in Norfolk, Virginia. We also conduct a regional conference each year which is a less sophisticated version of the state conference.

As the result of a reorganization, we are now the "Language Service," which includes foreign languages, ESL, bilingual education, English, language arts, reading, theater and speech. Helen Warriner-Burke heads the Service as Associate Director. R. Marshall Brannon and David E. Cox are Supervisors of Foreign Languages, ESL, and Bilingual Education.

Publications

Foreign Languages in Virginia Schools, 1977. A seven-part curriculum/resource publication.

Foreign Languages in Virginia Colleges and Universities: A Guide for Teachers, Administrators, and Counselors

Handbook for Foreign Language Textbook Adoption

Guide to Washington D.C. for Foreign Language Teachers and Students
(developed in cooperation with the Fairfax County, Virginia foreign language teachers)

All publications are available from our office: Language Service,
P. O. Box 6-Q, Richmond, Virginia 23216.

Other FL Involvement

Staff members have been involved in varying degrees with the Friendship Force (Italy, Korea) and the Partners of the Americas Program (Virginia is paired with Santa Catarina, Brazil).

Our office initiated and continues to support the Distinguished Foreign Language Teacher Award, an award given annually to an outstanding foreign language teacher in Virginia. The award is now sponsored by the Virginia Foreign Language Supervisors' Association.

Basic Foreign Language Programs

I am listed as the coordinator of bilingual education and foreign language programs. I have responsibility for both which includes the management of a new state bilingual law (program). State funds are available for the implementation of bilingual programs (4 1/2 million for the biennium). I "officially" spend 20% of my time on foreign language.

Trends in Foreign Language Enrollment

The trends in Washington State are all up at the moment. We estimate about 5% net gain over last year.

Teacher Training

Our State Association (WAFLT) operates a talent bank which provides workshops on request to school districts wishing assistance. We have also held workshops on different topics as a part of our annual conference, and our Educational Service Districts have financed others.

Work With Other SDE Sections or Other Outside Agencies

Worked with the Career Education office (Vocational) to produce a career education brochure for foreign language teachers. It is aimed toward the uniting of objectives for career education, which fits in with one of our state laws requiring student learning objectives for all of the curriculum.

Innovative Programs or Projects in FL

Can't think of anything.

Other Major Activities

Foreign language teachers in the state combined their efforts to revise a basic education law which was passed by the legislative and which did not include foreign language in the definition of "basic" education. The effort was successful and we are now "Basic"! The activity and resultant support publicity in the media has had a very solitary effect on foreign language study in general. Enrollments are up and our state association membership is also up.

Publications

"How and What People Eat in
France
Germany
Mexico"

(A few single copies are still available)

"Career Education - Guide for Foreign Language Teaching"
Both are free as long as they last.

P205A1.03

NCCSFL

NATIONAL COUNCIL OF STATE SUPERVISORS OF FOREIGN LANGUAGES

NCCSFL STATE REPORT

November 1979

West Virginia
State

Robin C. Wills
Curriculum Develop-
ment Specialist
Reporter

The position of Curriculum Development Specialist, Second Language Learning was vacant from December 1978-April 1979 due to the advancement of Helen V. Saunders to Coordinator for Adolescent Education. Since I did not begin until April and spent one month of the summer abroad, some sections of this report may be sketchy!

Basic Foreign Language Programs

The major objective for this year is the completion of Essential Competencies and Learner Outcomes for French I and II, Spanish I and II and Latin I and II. Draft copies of the French are in the hands of the state French teachers for comment and will soon be edited. Writing of Latin Essential Competencies and Learner Outcomes is well underway and Spanish will begin soon. The writing committees consist of classroom teachers and myself, with university personnel acting as advisors.

Two conferences for foreign language teachers were held since last November: the West Virginia Continuing Conference of Foreign Language Teachers in March at Marshall University and the fall meeting of the West Virginia Foreign Language Teachers Association held in October at West Virginia State College. The Continuing Conference was held in conjunction with the West Virginia Association for the Humanities and West Virginia Foreign Language Teachers Association was in conjunction with Mountain Interstate Foreign Language Conference. Both gave foreign language teachers an opportunity to interact with presenters from many different areas. Attendance at Mountain Interstate Foreign Language Conference was approximately 350. In addition, I attended the Junior Classical League Convention in May at Jackson's Mill and was greatly

impressed by the enthusiasm of both the Latin students and their teachers - Latin is not dead!

Since the beginning of school eight counties have been visited so that I could get acquainted with foreign language teachers and county supervisors. This is another major objective for this year.

Trends in Foreign Language Enrollment

As it appears now, foreign language enrollment in West Virginia remains stable. Figures are not available for 1978-79 nor have they yet been requested for 1979-80. I know, however, that several counties have added programs in middle schools and junior high schools. Unfortunately, one or two of the smaller counties have lost programs because of teacher retirement or resignation.

Teacher Training

In-service presentations since the beginning of school have included workshops on communicative competence, goals of foreign language instruction, identification of teaching styles, textbook selection and global education. Two presentations were at regional conferences and four others at county in-service sessions.

Bethany College is developing the state's first bilingual-bicultural teacher education program in response to a small, but growing need. The teacher education standards which are developed by the State Department are in the process of being revised. Under particular scrutiny is the standard concerning training in the use of language laboratories.

Work with Other SDE Sections or Other Outside Agencies

This year I have served as an evaluator for North Central and on-site

reviews with the Division of Professional Development Systems at two state colleges. Helen Saunders and I attended the Virginia Foreign Language Conference and presented "Activities for the Turned-Off Learner." (Helen also presented this workshop, which she developed, at several sessions for Arkansas teachers.)

Innovative Programs or Projects in FL

Two projects new this year to West Virginia foreign language teachers and students have begun. The Department of Classical Studies at Marshall University is sponsoring a Latin Cup Prize and award of \$500 for excellence achieved by a Latin student in the high schools in the state. Each school may nominate one student currently enrolled in a second year class who will take the college Board Latin Achievement examination. The student with the highest score will be judged the winner.

To honor excellence in foreign language teaching, the West Virginia Foreign Language Teachers Association has appointed a committee to prepare nomination forms for an outstanding foreign language teacher award. In addition to the nomination form, letters of support from fellow teachers, administrators and students will be submitted.

Publications

One edition of our newsletter, West Virginia Foreign Language News, was published in the spring and another is in preparation at the present time.

NCSSFL STATE REPORT

November 1979

Wisconsin

Frank Grittner

Basic Foreign Language Programs

The usual functions of program evaluation, curriculum development, program approval for teacher certification of foreign language teachers and ESL teachers, preparation of special reports on foreign language study, editing of foreign language publications, and answering routine correspondence about language study continue to take up a major part of my time. Our Department co-sponsors a state foreign language conference which drew 500 people this year along with 30 displays of books, travel materials, and other items. Also this year I was involved in the preparation of a status report on foreign language study over the past 20 years. In addition, I am co-editor of the state newsletter INFORMATION.

Trends in Foreign Language Enrollment

Foreign language enrollments have apparently leveled in Wisconsin. The high point in enrollments was reached in the 1966-67 school year when almost 27 percent of all senior high school students were enrolled in a foreign language. That dropped to 17 percent by the 1975-76 school year and appears to have leveled at about that point. (See Tables 1 and 2.)

Enrollments beyond the second year have increased steadily over the last 20 years both in number of students enrolled and in percentage enrolled. (See Table 3.)

Teacher Training

I am involved in the review of teacher training programs and, over a five year cycle, I visit every foreign language teacher training program in the state. We are in the process of trying to upgrade the standards for program approval and to establish them as a more legal entity under the state administrative code. CBE has been discussed in this regard, but nothing has been done about it officially. A number of universities are in the process of applying for approved programs in the area of English as a second language. These are mostly "add on" programs in which the prospective teacher has a major either in elementary education or in English or foreign languages at the secondary level. ESL teachers must have some significant experience with learning a foreign language in order to be permanently certified.

The departmental taped program designed to train teachers of English as a second language who wish to work with Indochinese refugee children have been very successful also in connection with foreign language teacher training. This series of tapes illustrates the use of basic foreign language methodology in teaching English to Indochinese youngsters. The students were brought into a studio at the university for the taping sessions. Professor Knop, University of Wisconsin-Madison, wrote and directed the programs and prepared the accompanying manuals.

Work with Other Agencies

As was noted above, I work with the Bureau of Teacher Education within the Department. I also function as coordinator of Title VII, ESEA activities in the state. This requires

that I work closely with the bilingual education section of the Department as well as with other bilingual agencies in the state, region, and nation. I also work closely with the state association of foreign language teachers (WAFLT). In fact, we have established a statewide materials center patterned after ACTFL, but more specifically designed for the needs of the teachers of Wisconsin.

Innovative Programs in Foreign Languages

I still work closely with the Immersion School project in Milwaukee in which basic subject matter is taught by means of German and French in special "magnet" schools in that city. In addition, an experimental FLES program has been funded for a three year period under the provisions of ESEA Title IV. Also, a foreign language summer camp has been funded under this program. Part of my present job is to provide technical assistance to schools who wish to write innovative programs in the foreign language area.

Other Major Activities

An enormous amount of my time has been devoted to the problem of the Indochinese refugee children who have come into Wisconsin in rather large numbers. However, they are scattered in small groups in many school districts around the state, districts which have never before had numbers of limited English speakers in the district. Collecting bibliographies, developing materials, conducting workshops, and answering letters and phone calls about this problem is, indeed, a major activity at present.

Publications

I have just finished editing the yearbook of the National Society for the Study of Education entitled Learning A Second Language. The information is as follows:

The National Society for the Study of Education

presents its

Seventy-ninth Yearbook, Part II

LEARNING A SECOND LANGUAGE

Frank M. Grittner, Editor

Table of Contents

Chapter

- I. Second-language Study: Historical Background and Current Status, Kenneth D. Chastain
Introduction. The Colonial Period. The Revolutionary War to the Civil War. The Civil War to World War I. World War I to 1952. From 1952 to the Late 1960s. Late 1960s to the Present. Conclusion.
- II. The Value of Second-language Learning, Gilbert A. Jarvis.
Introduction. Language Study and an Interdependent World. Language Study and Intellectual Development. Language Study and a Pluralistic Society. Conclusion.
- III. Psychology and Linguistics as Bases for Language Pedagogy, Wilga M. Rivers.
Introduction. Language Use As Patterned Oral Behavior. The Mentalistic Trend. Meaning in Social Contexts. Language and Cognition. The Affective Element. What of the Future?
- IV. Differentiation of Language Instruction, Robert C. Lafayette.
Introduction. The Typical Instructional Program. Attempts to Meet Individual Needs. Impact of Individualized and Small-group Instruction on the Traditional Instructional Program. Conclusion.
- V. TESOL: Teaching English to Speakers of Other Languages, James E. Alatis.
- VI. Bilingual Education, Anthony Gradisnik.
Background of Bilingual Education in the United States. Why Bilingual Education? Toward Federal Support for Bilingual Education. Bilingual Education in Controversy. Planning and Developing a Bilingual Education Program. Concluding Statement.
- VII. Foreign Language Study at the Postsecondary Level, Frank G. Ryder
The Nature of the Problem. Curricular Experimentation and Declines in Enrollment. Solutions to the Problems of the Past. Humanistic Values of Foreign Language Study. Program Needs: Staff, Curriculum, and Materials.
- VIII. Evaluating the Second-language Learning Program, Rebecca M. Valette
Determining Characteristics of Students. Measuring Students' Achievement. Evaluating the Instructional Program. Conclusion.
- IX. The Education and Reeducation of Teachers, Helen L. Jorstad
Introduction. Research on the Education of Language Teachers. Guidelines for the Preparation of Language Teachers. Needed Research.
- X. The Supervision of Foreign Language Teachers, Constance K. Knop
The Purposes of Supervision. Current Approaches to Supervision. Areas of Concern Encountered in Supervision. Conclusion.
- XI. Changing Times and Changing Needs in Second-language Learning, Frank M. Grittner.
Futurism and Society. Futurism and the Individual. Foreign Language Education and the Future. Summary.

PLEASE SEE REVERSE SIDE FOR INFORMATION ON HOW TO OBTAIN THIS VOLUME.

How to obtain Learning a Second Language:

1. By becoming a member of the National Society for the Study of Education:
 - a. The Regular Membership. Annual dues, \$15, plus \$1 entrance fee. The member will receive clothbound copies of both volumes of the Society's Seventy-ninth Yearbook: Part I, Toward Adolescence: The Middle School Years; Part II, Learning a Second Language.
 - b. The Comprehensive Membership. Annual dues, \$28, plus \$1 entrance fee. The member receives both volumes of the Seventy-ninth Yearbook and the two volumes in the Society's 1980 series on Contemporary Educational Issues: Minimum Competency Achievement Testing: Motives, Models, Measures, and Consequences, edited by Richard M. Jaeger and Carol K. Tittle; and Collective Bargaining in Public Education, edited by Anthony M. Cresswell, Michael J. Murphy, with Charles T. Kerchner.

Membership in the Society is open to all persons interested in receiving its publications. The Society, now in its Seventy-ninth year, publishes annually its two-volume yearbook and a paperback series on Contemporary Educational Issues. Your check for either the regular or comprehensive membership for 1980 should be made payable to the National Society for the Study of Education and sent to the Society at 5835 Kimbark Ave., Chicago, 60637.

2. If you prefer, you may order Learning a Second Language directly from the University of Chicago Press, 5801 Ellis Ave., Chicago, 60637. The price is \$12 for nonmembers of the Society.

Further inquiries about the Society and membership in it may be directed to

Kenneth J. Rehage, Secretary-Treasurer
NSSE
5835 Kimbark Ave.
Chicago, Ill. 60637

TABLE 1
FOREIGN LANGUAGE ENROLLMENT CHANGES IN WISCONSIN
SINCE 1960 (GRADES 9-12)

	<u>1959-60</u>	<u>1960-61</u>	<u>1963-64</u>	<u>1966-67</u>	<u>1969-70</u>	<u>1972-73</u>	<u>1975-76</u>	<u>1978-79</u>
Latin	9,700	11,800	15,200	12,700	7,400	3,900	3,013	2,391
French	4,500	6,250	14,000	20,000	21,300	15,600	13,452	14,187
Spanish	7,700	9,100	17,500	25,000	30,800	29,300	27,842	25,556
German	4,900	5,700	11,800	16,200	20,500	16,900	14,076	13,914
Russian	<u>100</u>	<u>132</u>	<u>300</u>	<u>320</u>	<u>365</u>	<u>150</u>	<u>134</u>	<u>77</u>
TOTAL	26,900	32,982	58,800	74,220	80,365	65,850	58,522	56,125

TABLE 2
FOREIGN LANGUAGE ENROLLMENT CHANGES OVER A THREE YEAR PERIOD
IN GRADES 9-12 (1976-1979)

Language	<u>Enrollments</u>		<u>Percentages</u>	
	<u>1975-76</u>	<u>1978-79</u>	<u>1975-76</u>	<u>1978-79</u>
French	13,452	14,187	3.98%	4.37%
German	14,976	13,914	4.17%	4.28%
Spanish	27,842	25,556	8.24%	7.85%
Latin	3,013	2,391	.89%	.73%
Russian	134	77	--	--
TOTALS	58,522	56,125	17.33%	17.24%
All 9-12	337,763	325,472	100.00%	100.00%

TABLE 3

ADVANCED COURSE FL ENROLLMENTS (THIRD LEVEL AND BEYOND)
IN WISCONSIN HIGH SCHOOLS, GRADES 9-12

YEAR	NUMBER OF STUDENTS	PERCENT TOTAL 9-12
1961-62	2,776	1.3 %
1962-63	4,207	1.9 %
1965-66	9,846	3.7 %
1966-67	11,529	4.2 %
1972-73	14,070	4.3 %
1975-76	13,830	4.1 %
1978-79	14,920	4.6 %

NATIONAL COUNCIL OF STATE SUPERVISORS OF FOREIGN LANGUAGES -- 1979

*DUES PAID -- 1979

REVISED DECEMBER 1978

ALABAMA

*Dr. John W. Howard
Foreign Language Specialist
State Department of Education
Montgomery, AL 36130
205-832-3820

ARIZONA

Mr. J. O. "Rocky" Maynes, Jr.
Director
Migrant Child Education and
Foreign Language Specialist
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
602-271-5138

ARKANSAS

*Ms. Glenna Hudson
Foreign Language Specialist
State Department of Education
Education Building
Little Rock, AR 72201
501-371-2525

CALIFORNIA

Ms. Rosario Pineyro
Foreign Language Contact Person
State Department of Education
721 Capitol
Sacramento, CA 95814
916-445-2872

CANAL ZONE

Mr. Clinton Carney
Foreign Language Consultant
Division of Schools
Balboa Heights, Canal Zone 00021
(Balboa, C. Z.) 52-3515

COLORADO

Ms. Rosalie Martinez
Contact Person
Bilingual/Bicultural Education
State Department of Education
201 East Colfax
424 State Office
Denver, CO 80203

CONNECTICUT

Dr. Kenneth A. Lester
Consultant, Bilingual, FL, ESOL
State Department of Education
P. O. Box 2219
Hartford, CT 06115
203-566-5684

DELAWARE

Dr. Robert Zaetta, Supervisor
Modern Foreign Languages
State Department of Public
Instruction
Townsend Building
Dover, DE 19901
302-678-4888

DISTRICT OF COLUMBIA

Mrs. Julia B. Laroche
Supervising Director
Dept. of Foreign Languages
Public Schools of D. C.
415 12th Street, N. W.
Washington, DC 20004
202-724-4169

FLORIDA

*Dr. Gabriel M. Valdés
Foreign Languages Consultant
State Department of Education
Tallahassee, FL 32304
904-488-1701

GEORGIA

*Mrs. Caro H. Feagin
Foreign Language Consultant
State Department of Education
205 Education Annex
156 Trinity Avenue, S.W.
Atlanta, GA 30303
404-656-2577

HAWAII

*Mr. John D. Wollstein
Program Specialist
State Department of Education
P. O. Box 2360
Honolulu, HI 98604

IDAHO

Mr. Antonio Ochoa, Consultant
Foreign Languages/Ed. Audits
State Department of Education
Len B. Jordan Building
650 West State Street
Boise, ID 83720

ILLINOIS

*Mr. Paul T. Griffith
Education Specialist
Foreign Languages
Illinois Office of Education
Springfield, IL 62777
217-782-2826

INDIANA

*Dr. Walter H. Bartz
Foreign Language Consultant
Division of Curriculum
229 State House
State Dept. of Public Instruction
Indianapolis, IN 46204
317-927-0111 home: 545-8379

IOWA

Mr. Dan Chavez
Bilingual Consultant
Urban Education
Dept. of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
515-281-3805 home: 515-281-3152

KANSAS

Mr. Charles E. Nicholson
Coordinator
Educational Assistance Section
State Dept. of Education
120 East Tenth
Topeka, KS 66612
913-296-3916

KENTUCKY

Mr. Anthony L. Loester
Foreign Language Consultant
State Department of Education
Frankfort, KY 40601
502-364-2106

LOUISIANA

*Mr. Homer B. Dyess, Director
Bureau of Academic Support, and
Coordinator Foreign Languages
and Bilingual Education
State Dept. of Education
P. O. Box 44064
Baton Rouge, LA 70804
504-342-3460

Mr. Perry M. Waguespack
Supervisor of Foreign Languages
Address above
504-342-3457

Mr. Michael M. Hebert
Education Specialist, Bilingual Ed.
Address above
504-342-3461

Mrs. Mary Louise Peabody
Education Specialist
Second Languages
Address above
504-342-3458

David Beste, Research Analyst
Bilingual Education
Address above
504-342-3459

MAINE

Mrs. Mollie Reynolds
Curriculum Consultant
Department of Educational and
Cultural Services
Augusta, ME 04333
207-289-2541

MARYLAND

*Miss Ann Beusch
Specialist in Foreign Languages
ESOL, and Bilingual Education
Maryland Dept. of Education
P. O. Box 8717, B.W.I. Airport
Baltimore, MD 21240
301-796-8300 (ext. 474)

MASSACHUSETTS

Mr. Ernest J. Mazzone, Director
Bureau of Bilingual Education
State Dept. of Education
182 Tremont Street
Boston, MA 02111
617-727-8300

MINNESOTA

*Miss Suzanne P. Jebe, Specialist
Modern and Classical Language Program,
State Dept. of Education
649 Capitol Square, 550 Cedar Street
St. Paul, MN 55101
612-296-4073

MISSISSIPPI

*Mr. Hubert Staley
Foreign Language Consultant
State Department of Education
Box 771
Jackson, MS 39205
601-354-6873

MONTANA

*Mr. Thomas Duane Jackson
Communication Consultant
Second Languages
Office of Public Instruction
State Capitol
Helena, MT 59601
406-449-2471

NEBRASKA

Mr. Mel Nielsen, Consultant
Foreign Languages
Department of Education
233 South 10th Street
Lincoln, NE 68508
402-471-2446

NEVADA

Mr. Robert Lloyd
Contact Person
Foreign Languages
Capitol Complex
State Department of Education
Carson City, NV 89701

NEW HAMPSHIRE

*Mr. Robert R. Fournier
Consultant, Foreign Languages,
Bilingual Education
State Dept. of Education
64 North Main Street
Concord, NH 03301
603-271-2656

NEW YORK

Mr. Paul E. Dammer, Chief
Bureau Foreign Languages Ed.
Room 323 E-B
State Department of Education
Albany, NY 12234
518-474-5927

Mr. Alain Blanchet, Associate
Bureau Foreign Languages Ed.
Address and phone above

*Mrs. Helene Z. Loew, Associate
Bureau of Foreign Languages Ed.
Address and phone above

Mr. Morton E. Spillenger, Assoc.
Bureau of Foreign Languages Ed.
Address and phone above

NORTH CAROLINA

Dr. Denny T. Wolfe, Jr.
Director
Division of Languages
State Dept. of Public Instruction
Education Building, Room 211
Raleigh, NC 27611
919-733-3703

*Mr. G. Gerard Toussaint,
Consultant
Foreign Languages/Bilingual Ed.
Address and phone above

Mr. Jose Infante, Consultant
Foreign Languages
Address and phone above

NORTH DAKOTA

- *Mr. S. R. Lacher, Assistant Director
Planning and Evaluation
Department of Public Instruction
Bismarck, ND 58505
701-224-2289

OHIO

- *Dr. Reid E. Baker
Foreign Language Consultant
Ohio Department of Education
65 South Front Street
Columbus, OH 43215

OKLAHOMA

- *Dr. Alfred Gage
Foreign Language Specialist
Oklahoma State Dept. of Education
2500 North Lincoln
Oklahoma City, OK 73105
405-521-3361

OREGON

- Mr. Frank Mazzio
Language Arts Specialist
942 Lancaster Drive, N.E.
Salem, OR 97310
503-378-3602

PENNSYLVANIA

- Mrs. Fannetta N. Gordon
Senior Program Advisor, Languages
Division of Communications
Bureau of Curriculum Services
State Dept. of Education
Box 911
Harrisburg, PA 17126
717-787-7098

- *Mr. David Chestnut
Foreign Language Advisor
Address and phone above

- Dr. Louisette Logan
Foreign Language Advisor
Address and phone above

PUERTO RICO

- Ms. Maria Serralta
Department of Education
Alto Rey, PR 00919

RHODE ISLAND

- Ms. Virginia M. C. daMota
Consultant for Bilingual/
Bicultural Education
State Dept. of Education
Roger Williams Building, Room 314
22 Hayes Street
Providence, RI 02908

SOUTH CAROLINA

- *Dr. Vicki Galloway
State Consultant, Curriculum Dev.
State Dept. of Education
810 Rutledge Building
Columbia, SC 29201
803-758-2652

TENNESSEE

- *Ms. Elizabeth Sharp Smith
Foreign Language Specialist
State Dept. of Education
Memphis State University
Memphis, TN 38192
901-454-2980

TEXAS

- *Mr. Bobby W. LaBouve
Program Director
Foreign Language Section
Division of Curriculum Dev.
Texas Education Agency
201 East Eleventh St.
Austin, TX 78701
512-475-2608

- *Miss Inés García
Spanish Consultant
Address and phone above

- *Mr. Carl H. Johnson
French/German Consultant
Address and phone above

UTAH

- *Dr. Elliot C. Howe, Coordinator
Foreign Languages
Division of General Education
State Board of Ed. Building
250 East Fifth South
Salt Lake City, UT 84111
801-328-5061

VERMONT

Mrs. Iris Darling
Foreign Language Consultant
State Department of Education
Montpelier, VT 05602

VIRGIN ISLANDS

Mr. Alicia C. Ortiz
Supervisor of Foreign Languages
Department of Education
P. O. Box 779
St. Thomas, VI 00801
809-774-0100

VIRGINIA

*Ms. Helen P. Warriner
Associate Director for Languages
P. O. Box 6-Q
State Department of Education
Richmond, VA 23216
804-786-7757

Mr. David E. Cox
Supervisor of Foreign Languages,
ESL, and Bilingual Education
Address and phone above

Mr. R. Marshall Brannon
Supervisor of Foreign Languages
ESL, and Bilingual Education
Address and phone above

WASHINGTON

Mr. Keith D. Crosbie
Supervisor of Foreign Languages
Programs
Office of the Superintendent of
Public Instruction
Olympia, WA 98504

WEST VIRGINIA

Coordinator for *Ms. Helen Saunders
Adolescent Ed. Curriculum Development Specialist
Second-language Learning
State Department of Education
Capitol Complex B-346 338
Charleston, WV 25305
304-348-3376 home: 344-1377

7010

WISCONSIN

Dr. Frank Grittner, Supervisor
Foreign Language Education
State Dept. of Public Instruction
126 Langdon Street
Madison, WI 53702
608-266-3079

WYOMING

State Department of Education
Hathaway Building
Cheyenne, WY 82001
307-777-7411

CCSSO

Dr. Byron W. Hansford
Executive Secretary
Council of Chief St. School
Officers
1201 16th Street, N.W.
Washington, D.C. 22036

AFFILIATE MEMBERS

*Dr. Peter A. Eddy, Director
 Division of Foreign Language Ed.
 and ERIC/CLL
 Center for Applied Linguistics
 1611 North Kent Street
 Arlington, VA 22209
 703-528-4312

Richard I. Brod, Director
 Foreign Language Programs
 MLA
 62 Fifth Avenue
 New York, NY 10011
 212-741-5592

THE FOLLOWING STATES, TO OUR KNOWLEDGE, ARE WITHOUT FOREIGN LANGUAGE CONSULTANT SERVICE:

ALASKA

State Department of Education
 Pouch F, Alaska Office Bldg.
 Juneau, AK 99801
 907-465-2800

NEW JERSEY

State Department of Ed.
 222 West State Street
 Trenton, NJ 08625
 609-292-8360

GUAM

Department of Education
 Agana, Guam 96910
 OVERSEAS OPERATOR 72-785

NEW MEXICO

State Dept. of Education
 Capitol Building
 Santa Fe, NM 87501

MICHIGAN

Dr. Barbara Ort, Supervisor
 Instructional Specialist Program
 State Department of Education
 P. O. Box 420
 Lansing, MI 48902

SOUTH DAKOTA

Dr. James Hansen
 Assist. Superintendent of
 Public Instructional Services
 New State Office Building #3
 Pierre, SD 57501

MISSOURI

Dr. Richard King, Contact Person
 Missouri State Dept. of Education
 P. O. Box 480
 Jefferson City, MO 65101
 314-751-2625

CONTACTSMISSOURI

Lloyd Klinedinst
 Parkway School District
 455 N. Woods Mill Road
 Chesterfield, MO 63017
 314-434-8412

ILLINOIS

Mr. Edwin Cudecki, Director
 Bureau of Foreign Languages
 Chicago Board of Education
 228 N. LaSalle Street
 Chicago, IL 60601